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ABSTRACT

This document articulates the goals and objectives of the elementary developmental guidance program in the Orange County, Florida Public Schools system. The stated foundation is that developmental guidance is founded in the belief that each student is unique and singular, possessing intrinsic worth and specific rights. The focus is on sequential programs of services and activities aimed at assisting the individual to develop and achieve realistic and self-satisfying life goals based on an understanding of self needs, interests, and abilities. The goals and objectives are discussed for kindergarten through fifth grade. Eight goals are listed for each grade level and multiple specific objectives are described for each goal. These goals include understanding the school environment; understanding of self and others; understanding attitudes and behaviors; decision making and problem solving; interpersonal and communication skills; school success skills; career development and educational planning; and community pride and involvement. Planning forms and descriptions of guidance activities are provided for each of the eight goals. Separate units are provided for primary and intermediate levels. (ABL)

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ED320083

# ELEMENTARY DEVELOPMENTAL GUIDANCE PLAN

## Pilot Program
## 1988-1989

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ORANGE COUNTY PUBLIC SCHOOLS
Orlando, Florida

CG 022587

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# ELEMENTARY DEVELOPMENTAL GUIDANCE PLAN

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1988-89

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Alachua County Public Schools Developmental Guidance Plan, Dr. Wiley Dixon, Supervisor of Guidance, Alachua County, Florida.

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# PHILOSOPHY

This document articulates the goals and objectives of the developmental guidance program in Orange County Public Schools. Developmental guidance is founded in the belief that each student is unique and singular possessing intrinsic worth and specific rights.

Focus will be on sequential programs of services and activities aimed at assisting the individual to develop and achieve realistic and self-satisfying life goals based on an understanding of self needs, interests, and abilities.

The developmental guidance and counseling program is an integral part of the total school program. Under the leadership of the guidance department, the administration, faculty, students, parents, and community will combine efforts to provide a comprehensive and effective guidance program. The team approach to guidance and counseling is crucial to the success of the program.

# DEVELOPMENTAL GUIDANCE PROGRAM
# GOALS AND OBJECTIVES

## KINDERGARTEN

### GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will be introduced to the physical layout of the school.
2. Students will be assisted in understanding the school rules.
3. Students will gain knowledge of roles of school personnel.
4. Students will gain awareness of their roles in school.
5. Students will be assisted in developing positive attitudes toward their school.

### GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will gain an awareness of their own uniqueness.
2. Students will gain an understanding of the ways in which people are alike and different.

### GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will gain an understanding of behaviors appropriate to the school environment.

### GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will be introduced to the relationship between choices in decision-making and consequences.
2. Students will learn what to do if they are alone and approached by stranger.
3. Students will receive information regarding drug awareness.
4. Students will learn to recognize sexual abuse and how to respond appropriately.

### GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will learn effective listening skills.
2. Students will learn basic guidelines for discussions.
3. Students will gain a beginning understanding of effective communication.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will understand that completing tasks enhances school success.
2. Students will develop an awareness that performance of a task requires practice.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will develop an awareness that people work to acquire basic needs and wants.
2. Students will recognize that learning helps them do things for themselves.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will be assisted in developing positive attitudes toward their community.

**FIRST GRADE**

GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. New or transferring students will be introduced to the physical layout of the school.
2. Students will be assisted in understanding school rules.
3. Students will gain an awareness of the roles school personnel.

GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will gain an appreciation of their own uniqueness.
2. Students will gain an understanding of the ways in which people are alike and different.
3. Students will gain awareness of how being different is acceptable.
4. Students will begin to recognize the responsibility of the individual in relation to others.

GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will be able to verbalize both positive and negative feelings.
2. Students will gain an understanding of behaviors appropriate to the school environment.

GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will develop understanding that decisions have alternatives.
2. Students will receive information regarding drug awareness.
3. Students will learn to recognize potentially dangerous situations, e.g., dealing with persons unknown to them, etc.
4. Students will learn to recognize sexual abuse and how to respond appropriately.

GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will learn effective listening skills.
2. Students will learn basic guidelines for discussions.
3. Students will increase their appreciation for the importance of effective and tactful communication.
4. Students will begin to learn skills pertaining to cooperation.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will develop the ability to follow a task through from start to finish.
2. Students will learn that making mistakes is a normal part of learning.
3. Students will identify specific learning tasks he/she enjoys.
4. Students will describe experiences at home, at school and in the community that make learning enjoyable.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will learn that reading, writing and counting is necessary in school and work.
2. Students will learn about school workers and the jobs they perform.
3. Students will understand the importance of preparing for a job.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will be introduced to responsible and productive people in their community.
2. Students will develop an appreciation for the school as a community.
3. Students will participate in activities which build a sense of pride in their community.

**SECOND GRADE**

GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. New or transferring students will be introduced to facilities, procedures and programs within the school.
2. Students will be assisted in understanding the school rules.
3. Students will be introduced to the school personnel.

GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will begin to develop an acceptance of self and others.
2. Students will be able to state personal strengths.
3. Students will gain an appreciation for the uniqueness of others.

GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will learn how positive and negative feelings affect their behavior.
2. Students will gain awareness of personal behaviors.

GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will learn that making choices relates to problem-solving.
2. Students will develop an awareness of the decision-making process.
3. Students will receive information regarding drug awareness.
4. Students will receive information regarding sexual abuse and appropriate responses.

GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will learn effective listening skills.

2. Students will begin to learn the various forms of communication.
3. Students will demonstrate appropriate social skills and manners.
4. Students will demonstrate an awareness that all persons have needs to belong and to be accepted by others.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will demonstrate applications of organizational skills in order to complete a task independently.
2. Students will recognize the importance of working with and without supervision, independently and with others.
3. Students will become aware of the relationship between learning and effort.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will demonstrate an awareness of the dignity of all work.
2. Students will demonstrate that academics are required in the working world.
3. Students will discuss work related activities necessary in the home and school.
4. Students will understand why work is divided among many people.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will be introduced to responsible and productive people in their community.
2. Students will develop an appreciation for the school as a community.
3. Students will participate in activities which build a sense of pride in their community.
4. Students will be introduced to the concept of good citizenship.

**THIRD GRADE**

GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will be introduced to facilities, procedures, and programs within the school.
2. Students will be assisted in understanding the school rules.
3. Students will be introduced to school personnel.

GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will gain a self-awareness in the areas of uniqueness, interests and abilities.
2. Students will understand and accept the uniqueness of others.
3. Students will develop positive attitudes towards family, social groups and community.
4. Students will gain awareness of cultural differences.

GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will become aware of how feelings can impact on behaviors.
2. Students will learn appropriate ways of responding to personal feelings.
3. Students will recognize and respect the rights and responsibilities of self and others.
4. Students will demonstrate knowledge of consequence for positive and negative behavior.

GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will be involved in problem solving through group participation.
2. Students will be introduced to the concept of goal setting and steps needed to meet a goal.
3. Students will develop an awareness of the decision making process and its relation to consequences.
4. Students will receive information regarding drug awareness.
5. Students will receive information regarding sexual abuse and appropriate responses.

GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will demonstrate tolerance and flexibility for interpersonal relationships.
2. Students will learn effective listening skills.
3. Students will develop an awareness of the mutual benefits of sharing, cooperation and compromise.
4. Students will increase their understanding of the behaviors which help and hinder the formation of positive relationships.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will demonstrate applications of organizational skills in order to complete a task independently.
2. Students will recognize that some tasks must be done alone and some in groups or teams.
3. Students will begin to identify their strengths and weaknesses in academic areas.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will demonstrate an understanding of the correlation between education and jobs.
2. Students will demonstrate an awareness of the dignity of all work.
3. Students will describe work of family members, school personnel and community workers.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will relate the importance of the roles/functions of community workers.
2. Students will develop an awareness of themselves as responsible and productive members of their community.
3. Students will participate in activities which will build a sense of pride in their community.

**FOURTH GRADE**

GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. Students will be introduced to facilities, procedures and programs within the school
2. Students will be assisted in understanding school rules.
3. Students will be introduced to school personnel.

GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will develop awareness of constructive ways to deal with personal strengths and weaknesses.
2. Students will develop constructive ways of relating to peers and others.
3. Students will develop awareness of cultural differences.

GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will demonstrate knowledge of feelings, beliefs, behaviors and attitudes.
2. Students will become aware of how one's behavior influences the feelings of others.
3. Students will assess individual behaviors required for success in different situations.
4. Students will recognize how behaviors can be changed.

GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will recognize the cause and effect relationships in decisions.
2. Students will improve information gathering skills necessary for making decisions.
3. Students will learn a decision-making/problem solving model.
4. Students will receive information regarding drug awareness.
5. Students will receive information regarding sexual abuse and appropriate responses.

GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will increase their appreciation for the importance of effective and tactful communication.
2. Students will understand and practice the basic guidelines for discussion.
3. Students will develop skills in interpersonal communication needed to complete a group task successfully.
4. Students will learn to recognize and generate assertive responses to peer pressure.
5. Students will demonstrate skills necessary for building friendships.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will be introduced to the concept of good study skills
2. Students will assess their individual strengths and weaknesses.
3. Students will develop an awareness of their responsibility for learning.
4. Students will become aware of the importance of effort in learning.
5. Students will recognize the importance f task completion.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will develop an appreciation for and a positive attitude toward work.
2. Students will understand how occupations and careers relate to needs and functions of society.
3. Students will demonstrate awareness of the connection between academics and the world of work.
4. Students will develop an awareness of the variety of occupations found in their own state.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will participate in the enhancement of the school community.
2. Students will continue to develop an awareness of themselves as responsible and productive members of their community.
3. Students will understand the need for good citizenship.

**GRADE FIVE**

GOAL 1: UNDERSTANDING THE SCHOOL ENVIRONMENT

OBJECTIVES:

1. New or transferring students will be introduced to facilities, procedures and programs within the school.
2. Students will be assisted in understanding school rules.
3. Students will be introduced to school personnel.

GOAL 2: UNDERSTANDING OF SELF AND OTHERS

OBJECTIVES:

1. Students will recognize the physical/emotional/social changes of pre-adolescents.
2. Students will recognize responsibility toward their behavior.
3. Students will understand the relation between self and the development of a positive self-concept.
4. Students will learn acceptance of others and work toward solving conflicts.
5. Students will understand how one's behavior influences the feelings and actions of others.
6. Students will develop awareness of cultural differences.

GOAL 3: UNDERSTANDING ATTITUDES AND BEHAVIORS

OBJECTIVES:

1. Students will demonstrate skills in disciplining self and in being responsible for their own behavior.
2. Students will show respect for legal and moral rights of self and others.
3. Students will utilize personal skills, attitudes and competencies for becoming a contributing and responsible citizen.

GOAL 4: DECISION-MAKING AND PROBLEM SOLVING

OBJECTIVES:

1. Students will understand how decisions affect self and others.
2. Students will learn a decision making/problem solving model.
3. Students will recognize that decision making is required to meet personal goals.
4. Students will receive information regarding drug awareness.
5. Students will receive information regarding sexual abuse and appropriate responses.

GOAL 5: INTERPERSONAL AND COMMUNICATION SKILLS

OBJECTIVES:

1. Students will demonstrate skills in using various forms of communications.
2. Students will learn a method of giving feedback to others.
3. Students will become aware of some of the obstacles to effective communication.
4. Students will learn to recognize and generate assertive responses to peer pressure.
5. Students will learn constructive ways of reacting to the expectations of others, e.g., family, school friends, etc.

GOAL 6: SCHOOL SUCCESS SKILLS

OBJECTIVES:

1. Students will identify skills which lead to good study habits.
2. Students will be introduced to the concept of time management.
3. Students will develop an awareness of their responsibility for learning.
4. Students will be able to discuss learning as a life long process.
5. Students will be able to accept mistakes as an important part of learning.
6. Students will demonstrate ways of dealing with reactions of others under stress and conflict.

GOAL 7: CAREER DEVELOPMENT AND EDUCATIONAL PLANNING

OBJECTIVES:

1. Students will develop an appreciation for and a positive attitude toward work.
2. Students will demonstrate an understanding of the importance of personal characteristics to job success.
3. Students will relate self knowledge to a variety of occupations and jobs.
4. understand how occupations and careers relate to needs and functions of society.

GOAL 8: COMMUNITY PRIDE AND INVOLVEMENT

OBJECTIVES:

1. Students will demonstrate skills of good citizenship.
2. Students will develop an awareness of resources available through the community.
3. Students will participate in the enhancement of the school community.

## DEVELOPMENTAL GUIDANCE PROGRAM

Developmental Guidance is that part of a comprehensive guidance and counseling program which seeks to meet the needs common to all students. Through the delivery of carefully designed guidance units, the majority of students will receive the skills and knowledge which are important for school and life success. The goals of the Orange County Developmental Guidance Program :

I. Understanding the School Environment
II. Understanding Self and Others
III. Understanding Attitudes and Behaviors
IV. Decision-making and Problem-solving
V. Interpersonal and Communication Skills
VI. School Success Skills
VII. Career Development and Educational Planning
VIII. Community Pride and Involvement

It is the purpose of this document to provide a plan for implementing these goals in a manner consistent with the philosophy of developmental guidance. The goals and objectives are guidelines to be used at the school-based level to provide direction for designing a Developmental Guidance Plan. A committee can determine which goals and objectives are already being met through instructional programs in the school. They can then coordinate a program to incorporate those additional goals and objectives they deem necessary. Schools do not need to use every goal and objective at each grade level. These goals and objectives can be met through direct services by the Counselor and/or other instructional personnel.

Included in this program are units designed for the primary and intermediate level at each goal. These are only sample units. They are given as examples of how units might be organized within a goal. These units are self-contained units. However, there are many other resources available which would also meet the goals and objectives stated. Therefore, each school has the option of designing units specific to their needs.

## SUGGESTED SCHEDULE FOR PLAN IMPLEMENTATION

| | ACTIVITY | DATES |
|---|---|---|
| I. | Establish school guidance committee. | Preplanning |
| II. | Meet with guidance committee and formulate yearly plan. | Weeks 1-4 |
| III. | Implement yearly plan. | Weeks 4-30 |
| V. | Submit Annual Guidance Plan to Principal and Supervisor of Guidance. | October |
| VI. | Meet with guidance committee to review, evaluate and revise yearly plan. | Weeks 20-24 |
| VII. | Meet with guidance committee to review and evaluate yearly activities and begin planning for next year. | Weeks 30-36 |
| VIII. | Submit last Guidance Activities Report to Principal and Supervisor of Guidance. | Postplanning |

Annual Guidance Plan:

The Annual Guidance Plan is the guidance department's proposals for meeting the objectives contained in the Developmental Guidance component of the comprehensive program. The plan specifies the approximate dates for delivering guidance programs covering required objectives for various grade levels. Any additional guidance units not required by the comprehensive program should also be included in this plan.

In addition to outlining the developmental guidance component of the school's guidance program, the Annual Guidance Plan should also contain plans and procedures to be used in program evaluation. All records pertaining to program evaluation should be kept on file in the principal's office.

Each guidance department has the responsibility for developing an Annual Guidance Plan. The Plan should be developed with the principal and/or guidance committee and all staff members should be aware of and have access to the plan. A copy of the plan should be submitted to the Principal and Program Consultant for Guidance early in October of the school year covered.

Guidance Unit Plans

Counselors should keep on file plans or outlines which provide a brief description of any guidance units used to meet the objectives required in the Developmental Guidance component of the comprehensive program. Such plans should specify general goals, appropriate grade level, number of sessions, and required materials for the unit. The Developmental Guidance Planning Form in this appendix provides a suggested format for guidance unit plans.

## SCHOOL GUIDANCE COMMITTEES

Every school needs a guidance committee. The committee helps identify student needs and recommends different kinds of guidance programs and activities. It serves a funnel through which information can be processed by both counselors and teachers. It searches for ways that all school personnel can work together more efficiently.

The guidance committee of a school is an excellent place to elicit support from faculty before initiating some guidance and counseling procedures. School guidance committees listen to School Counselors' ideas and the different counseling interventions they have in mind. If an intervention involves teachers, then the teachers on the committees can be polled for their opinions. They try to anticipate what other teachers might think or how they might react. Committees can be initial sounding board for new ideas and programs that are being considered.

A guidance committee might, 1) review guidance materials and activities; 2) recommend guidance strategies and interventions; 3) examine student data to identify target populations that need guidance and counseling services; 4) help evaluate the guidance program; 5) discuss ideas before they are presented to the total faculty; and 6) serve as a resource group to the counselor.

A guidance committee should be composed of the counselor and one representative from each grade level and exceptional education, with input from the principal or assistant principal. A representative from the special areas (e.g., art, music, P.E., Media) may also be included.

The guidance program is a joint effort by administrators, teachers, counselor and other support personnel. The counselor does not work alone. There are specific counselor functions and responsibilities which can influence the direction of a guidance program.

## PROFESSIONAL ROLES AND RESPONSIBILITIES

The delivery of a developmental guidance and counseling program requires the cooperative efforts of principals, counselors, and teachers. These professionals all have distinct, but interactive roles which are essential to the success of the program.

### Principals' Role

Principals, as chief administrators in the schools, are ultimately responsible for the success of the guidance and counseling program. They must understand and appreciate the appropriate role of school counselors and provide the support necessary for counselors to fulfill that role. Such support includes the provision of adequate facilities, materials, and clerical help to allow counselors to use their special training and competencies in an effective manner. Principals must also provide input into program development and encourage and support and participation of all school personnel in implementing the guidance and counseling program. In addition, principals facilitate program improvement by providing a school atmosphere which is conducive in innovation in guidance and counseling.

### Counselors' Role

Counselors must assume the leadership role for implementing the guidance and counseling program. Counselors direct their efforts toward making the school, the staff, and the curriculum sensitive to the developmental needs of students. Counselors are responsible for the systematic delivery of structured developmental guidance units to all students. In addition, counselors work directly with students individually and in small groups to deal with unique or problem centered concerns which require more privacy or attention than can be accommodated in structured guidance activities. Counselors serve students indirectly by acting as a consultant to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students. Counselors also serve by coordinating various activities within the school which are related to student welfare. Appropriate referral, placement, and follow-up are activities which are particularly pertinent to counseling.

### teachers' Role

Teachers play a vital role in the planning and implementation of the guidance and counseling program. As the professionals who have the most contact with students, teachers are in the best position to recognize and help provide for the developmental and individual needs of students. Through appropriate communication and referrals, teachers facilitate the interaction between students and counselors. teachers demonstrate support for the program by providing adequate opportunities for student-counselor contact. Teachers contribute directly to the guidance and counseling program by helping counselors deliver programs which facilitate the emotional and social development and well being of students. With their support, input, and expertise, teachers make it possible for guidance and counseling to become an integral part of the educational experience.

## Summary

When school personnel understand the purposes of guidance and counseling, they realize that the goals of education and the goals of guidance and counseling are congruent. Principals, counselors and teachers are most effective in promoting the cognitive, emotional, and social development of students when they are sensitive to both the distinct and common elements of their roles. Mutual respect for and understanding of the professional competencies and contributions that each bring to the school setting will enable principals, counselors, and teachers to implement a comprehensive guidance and counseling program which becomes an essential element of the school.

# ANNUAL GUIDANCE PLAN 1988-1989

| | Activity | Date | Activity | Date |
|---|---|---|---|---|
| AUG | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| SEPT | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| OCT | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| NOV | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| DEC | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| JAN | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| FEB | 1 | | 5 | |
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| | 4 | | 8 | |
| MAR | 1 | | 5 | |
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| APR | 1 | | 5 | |
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| MAY | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |
| JUNE | 1 | | 5 | |
| | 2 | | 6 | |
| | 3 | | 7 | |
| | 4 | | 8 | |

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL:_____ GOAL(S):_____

Number of sessions for this unit:_____
Average time per session:_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit.

Session 1: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Session 2: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Session 3: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Session 4: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Session 5: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Session 6: _____
PURPOSE: _____
_____
Materials used (filmstrips, films, kits, etc.) _____
_____

Unit: _____

SESSION: _____

PURPOSE:

MATERIALS:

INTRODUCTION:

ACTIVITY:

CLOSURES:

SUMMARY:

ASSIGNMENT:

School Board of Orange County, Florida
Student Services

## GUIDANCE ACTIVITIES REPORT

Activities undertaken to implement the Annual Guidance Plan may be reported here. This Guidance Activities Report may be used as one component of the guidance program evaluation.

| TOPIC (Should be related to goals and objectives) | PERSON RESPONSIBLE | DATE | GRADE LEVEL(s) | FORMAT (Indiv., Group, Classroom, etc.) | NO. OF SESSIONS | APPROX. NO. OF STUDENTS |
|---|---|---|---|---|---|---|
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School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:________________ COUNSELOR________________

LEVEL: K-5 GOAL(S): I

Number of sessions for this unit: 5
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor__________ Teacher__________ Other__________(Specify)

Approximate dates of presentation: From__________To__________

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Briefly describe the unit.
Session 1: School Tour
PURPOSE: Students will demonstrate knowledge of the physical layout of the school.
Materials used (filmstrips, films, kits, etc.) Variable; (optional: school newspaper, map, school mascot, pamphlet about guidance and counseling, code of conduct, school handbook, etc.)
Session 2: School Rules/Classroom Rules
PURPOSE: Students will identify school rules and the need for them.
Materials used (filmstrips, films, kits, etc.) Classroom or school rules.
Session 3: School Personnel
PURPOSE: Students will demonstrate knowledge of the roles of school personnel and opportunities available to them through the school.
Materials used (filmstrips, films, kits, etc.) Bulletin Board Puzzle
Session 4: Student Roles
PURPOSE: Students will identify their role/job in school.
Materials used (filmstrips, films, kits, etc.) Primary: DUSO Kit - Unit I/Cycle B "The Fairfield Fire Dept." or New DUSO Kit - Unit I/Storybook 2 "The Selbys Roll Up Their Sleeves." Intermediate: "Weigh In" worksheet.
Session 5: Positive Attitude Toward School
PURPOSE: Students will identify positive attitudes toward their school.
Materials used (filmstrips, films, kits, etc.) Primary: "School House Shield" worksheet. Intermediate: "Looking Around" worksheet.

Additional: (1) Classroom session: Counselor Introduction
(2) Ongoing Unit: Orientation and Welcome For New Students

3GUID143

UNIT: 1

SESSION: 1

PURPOSE:

Students will demonstrate knowledge of the physical layout of the school.

MATERIALS:

Variable; (Optional: School Newspaper, map, school mascot, pamphlet about guidance and counseling, code of conduct, school handbook, etc.)

INTRODUCTION:

Begin by saying, "Welcome boys and girls. Let me introduce myself. I am _____. One of the first things we're going to do is become familiar with the school layout."

ACTIVITY:

During the first week of school, encourage and assist teachers to schedule class tours of the school building and outside areas. Counselors can also assist in distributing additional information to students.

OPTIONS: Have support teachers and other staff personnel (cafeteria manager, custodians, etc.) say a brief hello and/or have something symbolic of their work (i.e., cafeteria manager might have an apple slice, librarian might have a book marker, etc.).

Children who enter later during the year should receive similar information. However, the counselor and peer leaders can be more creative and personal in familiarizing an individual child with the school setting.

CLOSURE:

Teachers should have children sit in a group in the classroom sharing their knowledge and concerns.

SUMMARY:

"I hope that all of you feel more familiar with our school setting now that we have taken our tour and met some of the adults who will be helping you this year."

ASSIGNMENT:

"As we walk through the hallways this week, look for the special areas of school that are important to you."

UNIT: 1

SESSION: 2

PURPOSE:

Students will identify school rules and the need for them.

MATERIALS:

Develop or display a chart of classroom or school rules.

INTRODUCTION:

Begin by saying, "In order for every person to be able to learn in a school setting, it is necessary to have rules. The rules remind us there are certain things expected of us in order for this to happen."

ACTIVITY:

Lead a discussion on the need for having rules. Develop with the students or present a list of needed classroom/school rules which will help learning take place.

CLOSURE:

"Did you enjoy playing the game(s) when there were no rules? What happened to the group while you were playing the game? Why do you think games have rules? Why are rules important? How would having no rules in the classroom affect your ability to learn? Why do classrooms/schools have rules?"

SUMMARY:

"We have seen today that when there are no rules, a game can be difficult to play and people can feel frustrated and angry. The rules we establish in our classroom/school are there to help us in getting our job done - learning! When everyone knows and follows the rules, we are better able to enjoy school and learn."

ASSIGNMENT:

"Take a few moments each day to think about your classroom's/school's rules."

UNIT: 1

SESSION: 3

PURPOSE:

Students will demonstrate knowledge of the roles of school personnel and opportunities available to them through the school.

MATERIALS:

Bulletin Board puzzle.

INTRODUCTION:

Begin by saying, "As you begin this school year, you will come into contact with many new people who are here to support you in your learning. Today we will be talking about who some of those people are, their names, what their job is, and what that person may do to help you."

ACTIVITY:

Begin by showing the class a bulletin board with a big question mark and the unassembled pieces of the bulletin board school house puzzle. Review significant information about support personnel and have one of the students affix appropriate puzzle pieces. Call attention to the last missing puzzle piece. See if the class can identify who is important in the school, but missing from the puzzle. Draw out that it's the students themselves and discuss how they are an important part of school (It's there to help them learn. Everyone at school is there to help the students. Students can help take care of the school and each other, etc.).

OPTION: If time permits, school personnel may be invited to visit classroom and introduce themselves and present significant information (name, job, what that person does for students, etc.). Then have one of the students affix appropriate puzzle pieces.

CLOSURE:

"Who can name some of the support personnel who will be helping you this year? What are their job? Are there any questions about any of these people?"

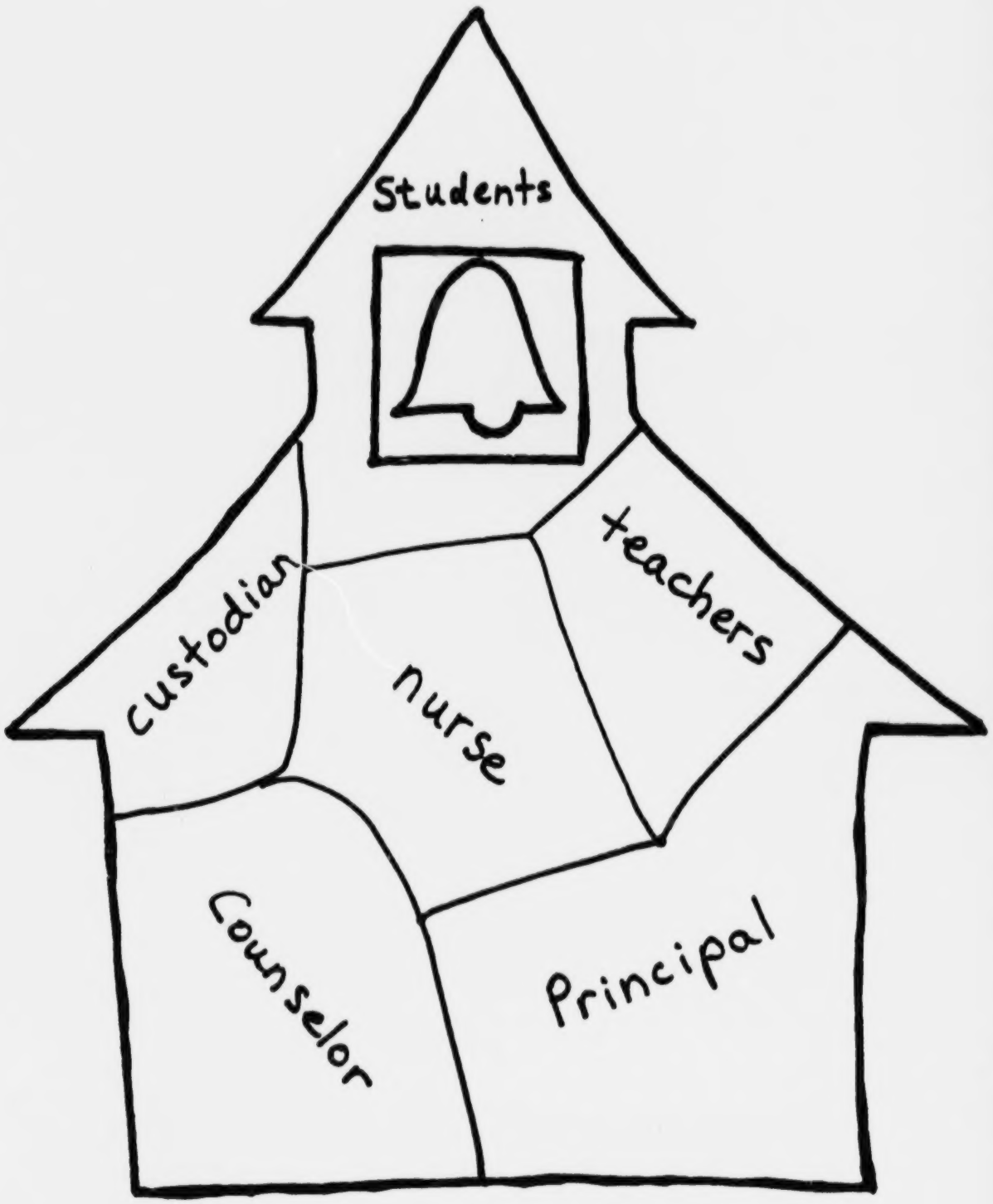
SUMMARY:

"This bulletin board picture has helped us identify some of the people who will be helping you throughout the school year."

ASSIGNMENT:

"Look for these people as you are going through the school this week."

SCHOOL HOUSE BULLETIN BOARD PUZZLE



UNIT: 1

SESSION: 4

PURPOSE:

Students will identify their role/job in school.

MATERIALS:

Primary: DUSO Kit: Unit I/Cycle B "The Fairfield Fire Department." OR
New DUSO Kit: Unit I/Storybook 2 "The Selbys Roll Up Their Sleeves."

Intermediate: "Weigh In" worksheet.

INTRODUCTION:

Begin by saying, "We have been meeting a lot of people who help make our school run and make it possible for you to learn. We have talked about what their jobs are. What do they get for working? Many of your parents also have jobs. What do your parents do? What is their reward for working? (Elicit responses) Do you have a job? (Present the idea that coming to school is their role/job.) What are some things that your job requires? (e.g., they should be on time, listen well so they can learn, get along with others, etc.) What is your reward/pay/salary for your work? (Help them understand that their pay/salary is what they learn each day at school. If they have listened well and followed the rules, then what they have learned will be a big salary.) I have a story/activity to share with you to help you understand the role/job you play as a student in this school."

ACTIVITY:

Primary: Read the DUSO story and process the different roles/jobs the people in the story played.

Intermediate: Have students complete worksheet and discuss where they see themselves in the "Weigh-In" Scale ratings.

CLOSURE:

"How is your role/job as a student like that of your parent who works?" Why is your job as a student important right now?"

SUMMARY:

"Your job, as a student, is the foundation of all the other jobs within the school. Not only is your job/role important to the school, it is of vital interest to you. It is your future."

ASSIGNMENT:

"During the next week, think about your job and why it is so important to you."

# "WEIGH-IN"

Rate yourself as a classmate. Read the classmate skills. First, circle the rating that best describes you. Then add the points circled and use the rating scale to "weigh in."

## Classmate Skills

| I do the following things... | Weight Rating: Always | Sometimes | Never |
|---|---|---|---|
| 1. My own school work | 10 | 5 | 0 |
| 2. Keep my desk neat | 10 | 5 | 0 |
| 3. Pick up trash left by others | 10 | 5 | 0 |
| 4. Put away supplies | 10 | 5 | 0 |
| 5. Wait for my turn | 10 | 5 | 0 |
| 6. Participate in class discussion | 10 | 5 | 0 |
| 7. Am positive toward others | 10 | 5 | 0 |
| 8. Listen to others | 10 | 5 | 0 |
| 9. Accept help when needed | 10 | 5 | 0 |
| 10. Follow directions | 10 | 5 | 0 |
| 11. Follow school rules | 10 | 5 | 0 |
| 12. Finish work on time | 10 | 5 | 0 |
| 13. Respect the rights of others | 10 | 5 | 0 |
| 14. Try to do my best possible work | 10 | 5 | 0 |
| 15. Do neat work | 10 | 5 | 0 |

_____ TOTAL WEIGHT

## "Weigh-In" Scale

| Points | Ratings |
|---|---|
| 125-150 | Heavy Weight (EXCELLENT!) |
| 100-124 | Light Heavy Weight (GOOD!) |
| 75-99 | Middle Weight (STEADY GAIN) |
| 50-74 | Light Weight (NEEDS IMPROVEMENT) |
| Below 50 | SHAPE UP!! |

My Rating _____

From People Need Each Other by Farnette, Forte and Harris, Copyright 1979 by Incentive Publications, Inc., Nashville, TN. Used with permission.

UNIT: 1

SESSION: 5

PURPOSE:

Students will identify positive attitudes toward their school.

MATERIALS:

Primary: "School House Shield" Worksheet.
Intermediate: "Looking Around" Worksheet.

INTRODUCTION:

Begin by saying, "You have been discussing the main areas of the school (classroom, playground, cafeteria, music room, etc.) and some of the activities you do in school (making letters, numbers, listening station, drawing, P.E., music, lunch, play, sharing, reading, etc.). Today, we are going to discuss your ideas about school and how you can feel good about coming to school."

ACTIVITY:

Primary: Distribute the handouts and have the students draw pictures in the four boxes. (Suggested topics are: What I like best at school; Something I don't like at school; My best friend at school; My favorite place at school.) Discuss how we can help each other and ourselves to like school.

Intermediate: Distribute the worksheet and have the students work in pairs to interview their partner. Students may share results of the interview with the group.

CLOSURE:

"Were there any similarities in your responses? Differences? What are your feelings about school? Is it possible to like just certain things in school? What would they be? How is liking school or an activity going to help you? Can we help each other like school?"

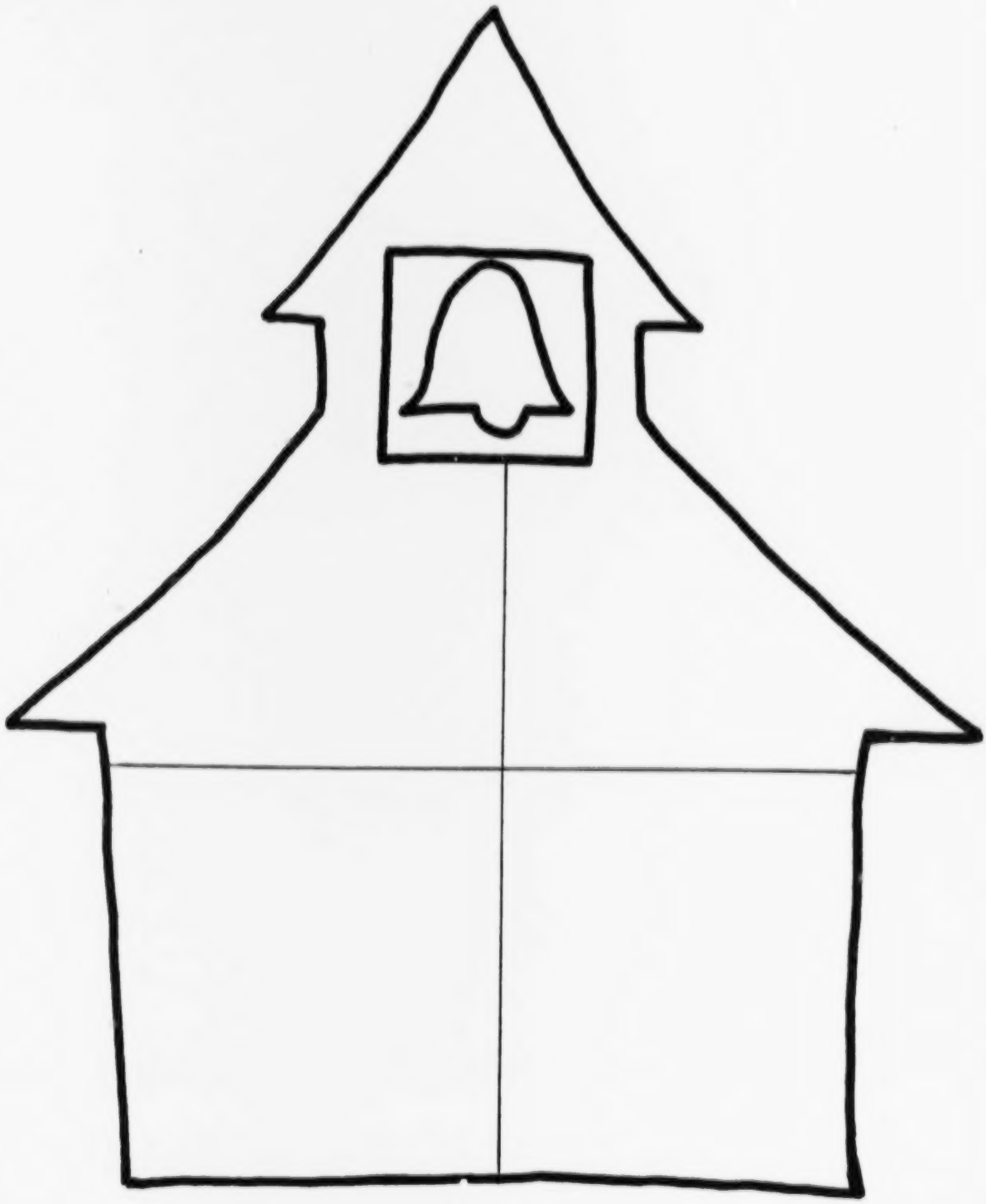
SUMMARY:

"Having good feelings about school is going to help us feel like a part of things in school and make us want to do our best."

ASSIGNMENT:

"Share with the other students in your class the activities or ideas that help you enjoy school."

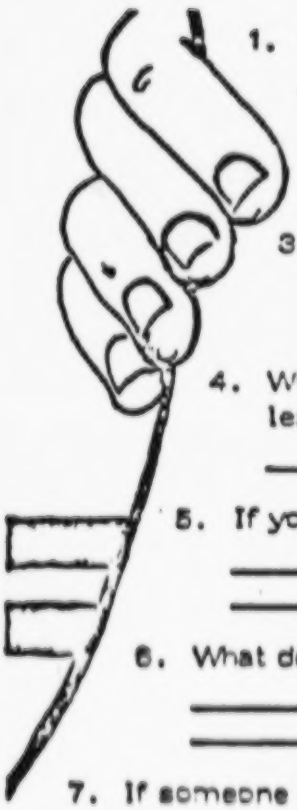
SCHOOL HOUSE SHIELD HANDOUT



## LOOKING AROUND

How well do you know the person sitting on your right?

Use the interview form below to help you get to know that person better.



1. What do you like best about school? _____

2. What do you like least about school? _____

3. What do boys and girls in other classes do that makes school more pleasant for you? _____

4. What do boys and girls in other classes do that makes school less pleasant for you? _____

5. If you could change any one thing about our school, what would it be? _____

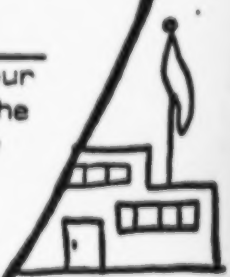
6. What do you think is the nicest thing about the teachers in our school? _____

7. If someone gave us a million dollars to spend for our school, what would you want to buy first? _____

Why? _____

*Optional:*

It might be fun to "look around" at your own feelings about school. Fill out the interview sheet yourself or interview your teacher or principal.



From People Need Each Other by Farnette, Fortune and Harris, Copyright 1977 by Incentive Publications, Inc., Nashville, TN. Used with permission.

UNIT: 1

SESSION: Orientation and Welcome For New Students (Ongoing)

PURPOSE:

Students will identify facilities, procedures, personnel and programs available in their new school.

MATERIALS:

Variable

DESCRIPTION:

The following is a list of suggestions that may be used in developing your new student orientation program:

I. Devise an effective way to be informed of new student enrollment. A suggestion might be:
   a. Have new students sign an autograph book and write in their grade level at the time of enrollment.
   b. Have the school secretary inform the counselor daily of new students.

II. Set aside time to meet with all new students enrolled. Meeting students and their families at the time of enrollment is most effective.
   a. Have a special time set aside each week to meet with that week's new students.
   b. Schedule a monthly New Student Lunch Bunch.
   c. In addition to providing a support and sharing time, you can invite the principal, student council representatives, peer facilitators, etc, to meet with groups of new students.

III. The counselor should make the student body and faculty aware of the special needs of new students through inservice and classroom guidance.

IV. At the time of enrollment, give the new students a "New Student Badge" to wear. In this way, new students can be easily identified and helped to feel welcome.

V. Develop a New Student Orientation packet to be given at time of enrollment. The packet could include a student handbook, local merchant coupons, a copy of the school newspaper/newsletter, a short biographical sketch of teachers, etc.

VI. A special friend or buddy assigned to each new student in the classroom is an effective way to meet newcomers' needs. The special friend can explain classroom rules and provide companionship during the child's first week at school.

VII. Peer facilitators can be effectively used to give new students a tour of the school.

VIII. A bulletin board in the lunchrooms or other prominent place can be used to display photographs of new students.

IX. Make a "Thumbprint Bulletin Board" to be displayed in a prominent place. At the time of the school tour, new students can place their thumbprints on the board and sign their names.

X. To celebrate the arrival of new students, announce over the intercom their names, grades, teachers and a comment about where they came from, a special talent, etc.

XI. Include new students' names in school newspapers or newsletter.

UNIT: 1

SESSION: Counselor Introduction

PURPOSE:

Students will identify roles of the counselor.

MATERIALS:

Variable (Counselor's Bag - supermarket paperbag, markers, index cards) (animal puppet, four posters with faces on them indicating feelings - happy, sad, afraid, and unsure).

DESCRIPTION:

See attached sheets.

## Introducing the Counselor

Grade level: K-2

Materials: an animal puppet hidden in purse or bag, 4 posters with faces on them indicating feelings - happy, sad, afraid, and unsure

Classroom arrangement: Bring the children up close, maybe sitting on the floor.

Discussion: "How many of you like animals? Does anyone in this room have a pet? What kind of a pet do you have? I have a pet who is very special to me and I brought him along today. His name is Teddy. He's beginning to wake up from his nap, so let me introduce you to him. He's going to tell you about what I do at this school."

The goals for a first lesson with primary children is for them to learn the counselor's name, to see the counselor as a friendly person, and to begin to explore talking about feelings.

(Remove puppet from bag, have him yawn and wipe his eyes like he's just waking up. From this point, the counselor's voice becomes the puppet's voice.)

"Hello boys and girls. (puppet waves) My, this looks like a fun classroom to be in. I'm happy to be visiting you today."

"Ms. Swanson brought me along today so I could tell you about her. She is your school counselor. Can you say that word? Can you say her name?" (practice saying name and word "counselor")

"She is my very best friend and she would like to be your friend too."

"At school, her job is to talk to children, She really likes to talk about how you feel."

(Puppet holds up first poster with happy feeling face.)
How do you think this person is feeling? Can you think of other words that mean the same as happy? Do any of you ever feel happy? What are somethings that make you feel this way? Can anyone think of anything you can do to make your teacher happy? How do you know when someone is happy?

"I can tell that you boys and girls know a lot about being happy. Let's look at another picture."

Hold up another picture and discuss the picture in the same fashion. Depending on time and attention span of the group, discuss other feeling pictures.

To end the discussion with the puppet, say the following:

"All this talking sure is making me tired. (rub eyes, yawn, etc.) I think I'm going to have to have another nap. Good-bye boys and girls."

Put puppet out of sight.

Counselor's comments to the group:

"You know, boys and girls, Teddy is right. I really would like to be your friend. Sometimes I might ask some of you to come to my office and talk to me and I will come back and visit your class."

"When you see me in the hall - something that you can do to let me know that you would like to be my friend - is smile real big or wink. Let's practice that."

"Thank you for being such good listeners. As I leave, would you sit very quietly (or return to your seats very quietly) so we don't wake Teddy."

Make sure the children are quiet and ready for the teacher to begin her/his next activity with the class before leaving.

# The "Counselor's Bag": A Classroom Meeting to Introduce the Counselor's Role

A. Michael Dougherty

When elementary school counselors introduce themselves and explain their role to the teachers and students with whom they work, a classroom meeting is often called. These meetings can be an interesting experience for both teachers and students.

The counselor can begin by explaining the purpose of the classroom meeting to the teacher and asking the teacher to stay for it. A time to meet with the class is agreed on and the counselor prepares a "bag."

On the day of the class meeting, the counselor enters the room and asks the teacher to select one person to help carry in a heavy sack. Outside the room, the counselor asks the student to be a confederate and pretend that the sack is very heavy. The counselor and the study carry in the heavy bag, which, in this case, is a large supermarket bag with "The Counselor's Bag" written on it in magic marker. The counselor then explains that often one word, such as bag, can have more than one meaning and that in popular language "bag" can also mean one's task or job.

The counselor might continue in this way: "One of the jobs in the counselor's bag is helping students communicate better with one another. So I'd like you to participate with me in an experiment about talking with one another." The counselor then tells a student: "I am going to whisper a sentence in your ear and you will whisper it into the ear of the person sitting behind you and so on through the whole class." Before starting this the counselor asks how many people think the same sentence whispered in the first child's ear will be what is whispered in the last child's ear. Usually one-half of the class does. The counselor says, "Let's see what happens." Rarely does the sentence make it through the whispering cycle without distortion. The counselor then uses the distortion as an example of how it is often more difficult to communicate with others than we think.

The counselor continues by saying, "Let's find out what other jobs are in the counselor's bag." The class is told that the bag contains several cards, each of which says "Pick me first! Pick me first !" Each card has on it one part of the counselor's bag (i.e., one of the counselor's functions).

The counselor then asks those who want to pull a card out of the bag and read it to raise their hands. The volunteers read the cards they have selected (with assistance from the counselor if necessary). The counselor repeats the sentence and then makes a few comments concerning the job listed on the card. For example, if the card says: "Helps children get along better with other people," the counselor might describe an incident where two children were helped to improve their relationship by sitting down and discussing how each felt about the other and how each would have the other behave differently. The following are suggested jobs that can be put onto cards:

1. Helps boys and girls feel good about themselves
2. Helps people work on problems
3. Helps children work on problems in groups
4. Helps teachers in their classrooms

5. Helps children get along better with other people
6. Helps people change their behavior
7. Helps families work on problems
8. Leads classroom discussions with children
9. Helps mom and dad with concerns
10. Helps children one at a time
11. Gives tests to children
12. Goes on fieldtrips with classes

Statements of counselor functions like those mentioned above allow the counselor to adapt the items to the affective climate of the classroom meeting and to the maturity of the students. The counselor might also emphasize the right of children to feel good about themselves and the idea that it is normal to have problems and concerns while going through life. Attempts at moderate self-disclosure on the part of the counselor might also be appropriate and have a positive modeling effect on the children. The counselor might end the meeting with the same whispering game played earlier, using "Thanks a lot for your time" as the whispered sentence.

As a follow-up to the classroom meeting, a crossword puzzle on the counselor's bag can be used to further the teacher's involvement in such guidance activities as leading classroom meetings.

I found this type of classroom meeting to be a productive way of introducing the counselor's role to the school. It has resulted in invitations to lead weekly classroom meetings in which teachers have participated eagerly. Subsequently, the teachers have made plans to incorporate classroom meetings into their regular classroom schedules, and they have shown continued enthusiasm for leading them.

Finally, the children have responded eagerly to the process of finding out who the counselor is and what the counselor does. If the kids really know what we counselors do, they will be able to help us help them all the more.

## Explaining the Role of the Counselor

For Grades 3 thru 6

Arrange with the teacher a time to visit the class. Ask the teacher to tell the class that they will be having a visitor at the specified time, but not to explain who it is going to be or even give the counselor's name. At the arranged time, enter the room and immediately go to the blackboard. Make a drawing similar to the following (a large question mark with the words: Who, What, Where, Why).

When the drawing is complete, begin the following discussion with the class.

"When I walked into your room a few minutes ago, I'll bet all sorts of questions started popping into your minds like:

"Who's that?"
"What's she/he going to do here?"
"Why is she/he at school?"
"Where have I seen him/her before?"
etc.

"This afternoon I'd like to take just a few minutes to answer some of those questions."

1. "Who am I?"
   My name is _____.
   And I am a counselor.

   Does anyone know what a counselor is?
   (elicit responses and share your simple definition of what a counselor is)

   Possible definition:
   "My job is to be an adult friend to all the boys and girls at this school."

2. "What am I going to do here at school?"
   Most of the time you will see me talking to and listening to children. Sometimes I may invite you to come to my office and we will talk about things that are important to you. Other times, I may work with groups of children. And sometimes I will visit your classroom and we will have discussions together.

3. "Why am I here?"
The reason I am here is to listen to any concerns that you might have about your life. Can anyone think of some concerns that you might have here at school?

Concerns are:
- things you think about
- maybe things you worry about that make you sad or keep you from doing your best school work
- people who are important to you - friends and family
- questions you have about lots of topics like what you want to be when you grow up
- things you are interested in

4. "Where will I be?"
My office is (explain location) .
An you will see me when I visit your class or on the playground or in the halls.

5. "When can you talk to me?"
- I have a mailbox outside my office and you can leave a note in there if you have a concern or you'd like to discuss something. (If your mail box is portable, take it to classes to let them see it.)
- If you see me out on the playground or at lunch, come up and introduce yourself to me because I want to meet everyone in the school and be your friend.

OK, Let's review quickly -
- Who am I?
- What do I do?
- Why am I here?
- Where can you find me?
- When can you see me?

"Thank you boys and girls, you sure have been good listeners. I really enjoy working with students who pay attention and listen carefully and it makes me want to come back and do more activities with your class. (or other appropriate compliments)

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): II Understanding Self and Others

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

---

Briefly describe the unit.

Session 1: Color Me a Rainbow
PURPOSE: Students will be able to identify ways in which they are unique.

Materials used (filmstrips, films, kits, etc.) "My Rainbow" worksheet, crayons

Session 2: People are Alike
PURPOSE: Students will be able to identify ways in which people are alike.

Materials used (filmstrips, films, kits, etc.) "Which Person In This Class" worksheet, pencils

Session 3: People Are Different
PURPOSE: Students will be able to identify ways in which people are different.

Materials used (filmstrips, films, kits, etc.) chalkboard

Session 4: Uniqueness Party
PURPOSE: Students will be able to identify ways in which others are unique.

Materials used (filmstrips, films, kits, etc.) None

Session 5: Uniqueness Party
PURPOSE: Continued from Session 4

Materials used (filmstrips, films, kits, etc.) _____

Session 6: You Are You
PURPOSE: Students will be able to draw a picture of themselves and compare it with others.
Materials used (filmstrips, films, kits, etc.) Poems, drawing paper; crayons or markers

UNIT: 2

SESSION: 1

PURPOSE:

Students will be able to identify ways in which they are unique.

MATERIALS:

"My Rainbow" worksheet; crayons or markers.

INTRODUCTION:

Begin by saying, "There's nobody in the world just like you. You look different, your thoughts are different, your family is different, your feelings are different and some of you might even speak different languages. In fact, you are special! Today we are going to make a picture to show just how special you are."

ACTIVITY:

Distribute "My Rainbow" worksheet and crayons to each student.

"On your rainbow we are going to color the special colors that make up just you." Provide appropriate directions according to students ability level to color the rainbow. When the students have completed the task, have them share.

CLOSURE:

"What do you notice about everyone's rainbow? Some of the colors are the same and some different. But nobody's rainbow is exactly the same. Did you have fun coloring the rainbow?" (Elicit responses from the group.)

SUMMARY:

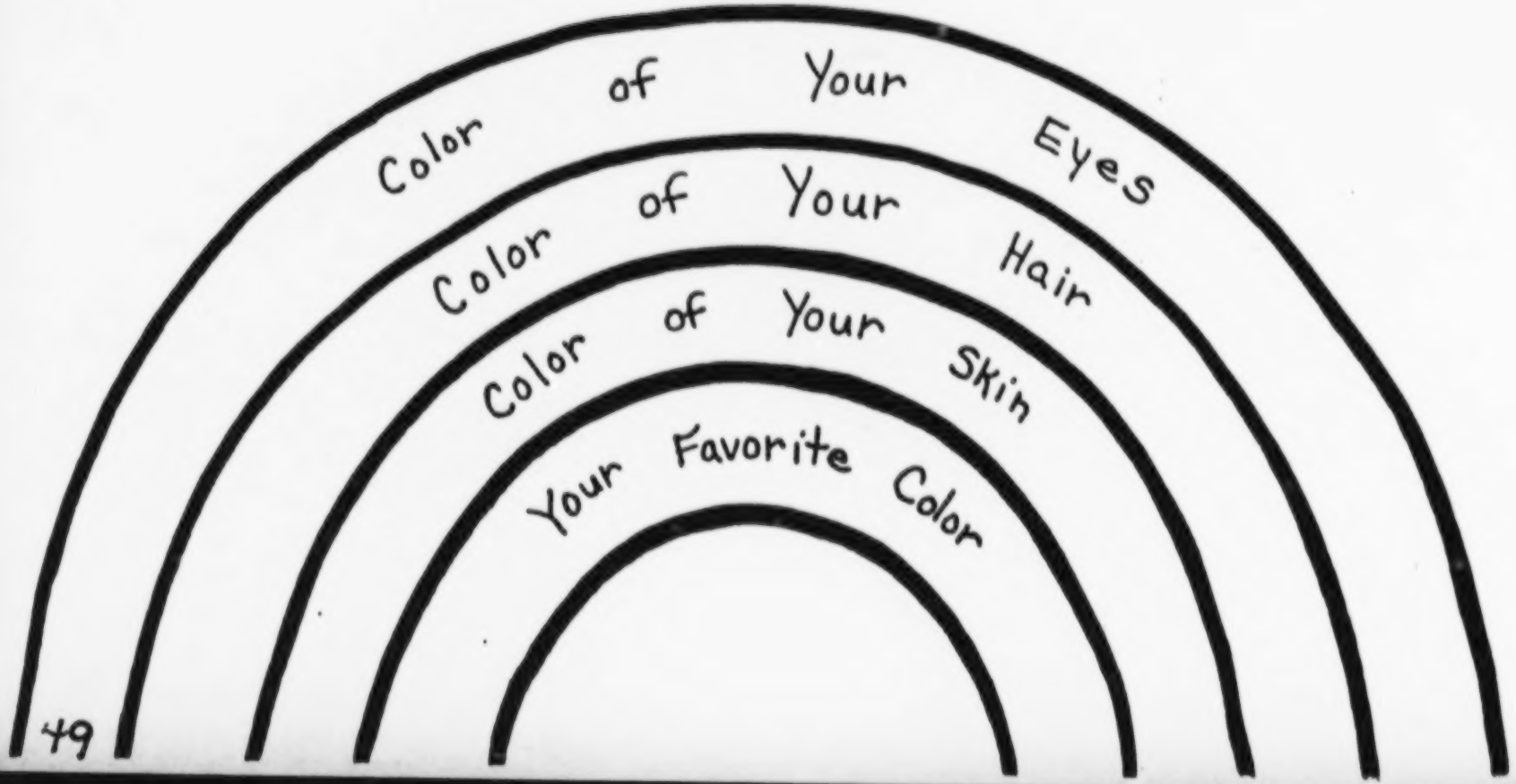
"Isn't it fun to look at our rainbows and see that we are all special people."

ASSIGNMENT:

"Take your rainbow home and share your special colors with your Mother or Father."

# My Rainbow

Color your rainbow with the special colors that make up just you!



UNIT: 2

SESSION: 2

PURPOSE:

Students will be able to identify ways in which people are alike.

MATERIALS:

Worksheet entitled, "Which Person in this Class..." Pencils.

INTRODUCTION:

Begin by saying, "Last time we talked about ways in which each of us is special. Today we are going to think about ways we are alike. What are some ways people are alike? (Elicit answers.) We are going to do an activity that will help us find ways in which people in our class are alike."

ACTIVITY:

Distribute activity sheet. Explain that the boxes on the sheet contain special qualities that different people in this class have. Have the students walk quietly around the room and secretly find people who have the quality in the box. Have that person sign his/her name in the square. When a person is found it should be kept secret.

Special rules: Only whispering
Only walking
No put-downs

When several children have completed the chart, have the class sit down.

CLOSURE:

What feelings did you have doing this activity? How did it feel to sign your name on someone's chart? How did it feel to ask another person about himself? What was the hardest square to find? Let's find out what likenesses we found in our class. (e.g., How many of you found someone with blue eyes?)

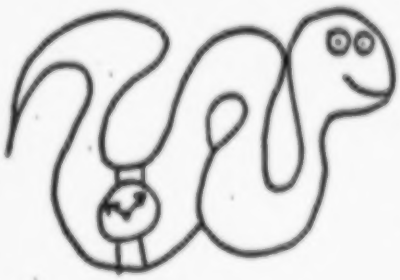
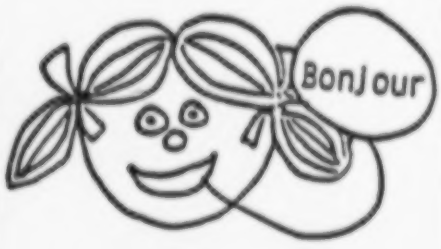
SUMMARY:

"Today we've seen how many of us are alike."

ASSIGNMENT:

"During the week, you may find others who are also like you. Share your ideas with us next time we meet."

# WHICH PERSON IN THIS CLASS...

| | | |
|---|---|---|
| Has blue eyes? | Has a birthday this month? | Has a dog or cat? |
|  Is wearing a watch? | Has brothers or sisters? | Is taller than you? |
| Has a BIG smile? | Has gone camping? | Has gone fishing? |
|   Can speak a different language? | Is the only child in the family? | Can play a musical instrument |

UNIT: 2

SESSION: 3

PURPOSE:

Students will be able to identify ways in which people are different.

MATERIALS:

Chalkboard.

INTRODUCTION:

Begin by saying, "Last week we talked about ways we are alike. Did anyone find others who were like you in some ways? (Elicit answers.) Today we are going to talk about ways we are different. (Select two students from the class to come to the front of the room.) Let's look at these two students and see in what ways they are different. To help us remember, I'll list your ideas on the chalkboard. People are different in the way we look. We're also different in the way we act and feel. What are some other ways that we are different?"

ACTIVITY:

Game. Send about 5 students somewhere where they can't see what you do. Hide 5 other students behind a partition, revealing only their shoes. Invite the first 5 students back and ask them to guess who is behind the partition. Repeat the game, using other children and revealing only hair, arm or hand.

CLOSURE:

"How did it feel to hide behind the partition? What clues helped you to guess which person it was? What differences have we found in others today?"

SUMMARY:

"Today we have found many differences among us."

ASSIGNMENT:

"During the week, see how many other ways you can find that people are different."

UNIT: 2

SESSION: 4 and 5

PURPOSE:

Students will be able to identify ways in which others are unique.

MATERIALS:

None.

INTRODUCTION:

Begin by saying, "We've learned how each of us is special, how we are alike and how we are different. Let's think today about how we would feel if everyone was exactly the same? What might happen if everyone in the class was exactly alike? (Elicit responses.) It could be very confusing if everyone was alike. That's why having differences and respecting those differences is important."

ACTIVITY:

Have a discussion about the positive things the children like in other people. (Include the way children look, act, and special things they do well.) Next discuss what happens at a birthday party. Bring out the fact that children are special because it is their party, and everyone comes and brings a present for the special child. Tell the children we are going to give each of them a different kind of birthday party. They will each have a turn to feel special, and all the other children will give them a gift.

Choose a special spot for the "party child." This could be a chair or special area to stand in.

Ask for a volunteer for the first party. All the other children give the volunteer a special gift, a compliment about the child's strengths or attributes. These should be given in a complete sentence using the child's name.

Be sure that all children have an opportunity to be given a "party."

CLOSURE:

"How did it feel to be the special party child and hear good things about yourself? (Elicit responses.) How did it feel to say nice things to other children? (Elicit responses.)

SUMMARY:

"I hope you've had fun telling others about the things that make them special and hearing how special you are."

ASSIGNMENT:

"During the next week, be sure to tell your family and friends how special they are."

UNIT: 2

SESSION: 6

PURPOSE:

Students will be able to draw a picture of themselves and compare it with others.

MATERIALS:

Poems (see following pages), drawing materials.

INTRODUCTION:

Begin by saying, "Last session we had a party to celebrate everyone's being different. Sometimes being different bothers us and we wish we were just like someone else. But being like someone else is not being us. It is OK for us to be different. I'm going to share some poems with you today about."

ACTIVITY:

Poems may be read aloud, written on a chart/chalkboard, or displayed on an overhead. After they have heard the poem(s) ask the children to draw a picture of themselves to show how they are special. Ask children to share their portraits with the class.

CLOSURE:

What did you like about the poem(s)? (Elicit responses.) What are some ways that your portraits show you are special? (Elicit responses.) Which activity that we've done in this unit has been your favorite?

SUMMARY:

We have learned many ways that we are alike and different. We've learned also that these are the things that make us special. Being special means that there is nobody in the world just like you. Isn't it great that you can be different than other people.

ASSIGNMENT:

Try to remember that being different is OK and we need to accept the differences in others.

## Just Me

Nobody sees what I can see,
For back of my eyes, there is only me.
And nobody knows how my thoughts begin,
For there's only myself inside my skin.

Isn't it strange how everyone owns,
Just enough skin to cover his bones.
My father's would be too big to fit,
I'd be all wrinkled inside of it.

And my baby brother's is much too small,
It just wouldn't cover me up at all.
But I feel just right in the skin I wear,
And there's nobody like me anywhere.

"Just Me" from Farther than Far, by Margaret Hillert

**********

## You Are You

You are you
Any only you
Can do the special things
You do--

Can think your thoughts
Can have your fun
For YOU ARE YOU
There's only one!

Source Unknown

## (Song): I Have Feelings

I have feelings and you do too.
I have a few I'd like to share with you.
Sometimes, I'm happy and sometimes sad,
Sometimes, I'm scared and really mad.
There is one feeling I'm proud to see,
And that's I'm proud of being me.

Chorus

I feel just proud in the skin I wear,
There's no one like me anywhere.
I feel just proud in the skin I wear,
There's no one like me anywhere.

No one knows where my feelings begin,
It's only me inside my skin,
My Dad's would be too big to fit,
I'd get all rumple inside of it.
Baby sister's would be too small,
It wouldn't cover me at all.

Chorus

I feel just proud in the skin I wear,
There's no one like me anywhere.
I feel just proud in the skin I wear,
There's no one like me anywhere.

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL:_____Intermediate_____ GOAL(S):_____II_____

Number of sessions for this unit:____6_____
Average time per session:_____30 minutes_____

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.
Session 1: My Puzzling Self
PURPOSE: Students will identify words of qualities pertaining to self-awareness.
Materials used (filmstrips, films, kits, etc.) Chalkboard; "Puzzling Self" crossword puzzle and pencils.
Session 2: Understanding Self
PURPOSE: Students will be able to identify personal strengths and weaknesses.
Materials used (filmstrips, films, kits, etc.) "Myself Checklist" and pencils.
Session 3: Shining Strengths
PURPOSE: Students will be able to write strengths about other members of the class.
Materials used (filmstrips, films, kits, etc.) "Shining Strengths" worksheet and pencils.
Session 4: Targeting Strengths and Weaknesses
PURPOSE: Students will be able to identify strengths and weaknesses in order to target areas for improvement.
Materials used (filmstrips, films, kits, etc.) "I have strengths and Weaknesses" worksheet; pencils.
Session 5: The Me I Want To Be
PURPOSE: Students will be able to identify a strength and develop a means for improving it.
Materials used (filmstrips, films, kits, etc.) "Strength Improvement" worksheet and pencils.
Session 6: Group Strengths
PURPOSE: Students will identify how individual strengths contribute to a group.
Materials used (filmstrips, films, kits, etc.) Poster or bulletin board with the outline of a body drawn (4 or more depending on number of groups in class), construction paper, scissors, paste, markers or tape.

UNIT: 2

SESSION: 1

PURPOSE:

Students will identify words of qualities pertaining to self-awareness.

MATERIALS:

A chalkboard, "Puzzling Self" crossword puzzle and pencils.

INTRODUCTION:

Begin by saying, "This unit is going to help you learn more about yourself. Today we are going to define some words that will help us when we talk about ourselves. Look at the list of words on the board and let's talk about their meanings."

ACTIVITY:

Discuss the words: weakness, skills, negative, positive, self, thought, talent, feeling and strength. Distribute the activity sheet, "Puzzling Self" and allow sufficient time for the students to complete it. Review the worksheet with the group.

CLOSURE:

Could you now use some of these words to talk about yourself? Give us some examples. (Elicit responses.)

SUMMARY:

Today we've built a vocabulary which will help us to describe ourselves as unique individuals.

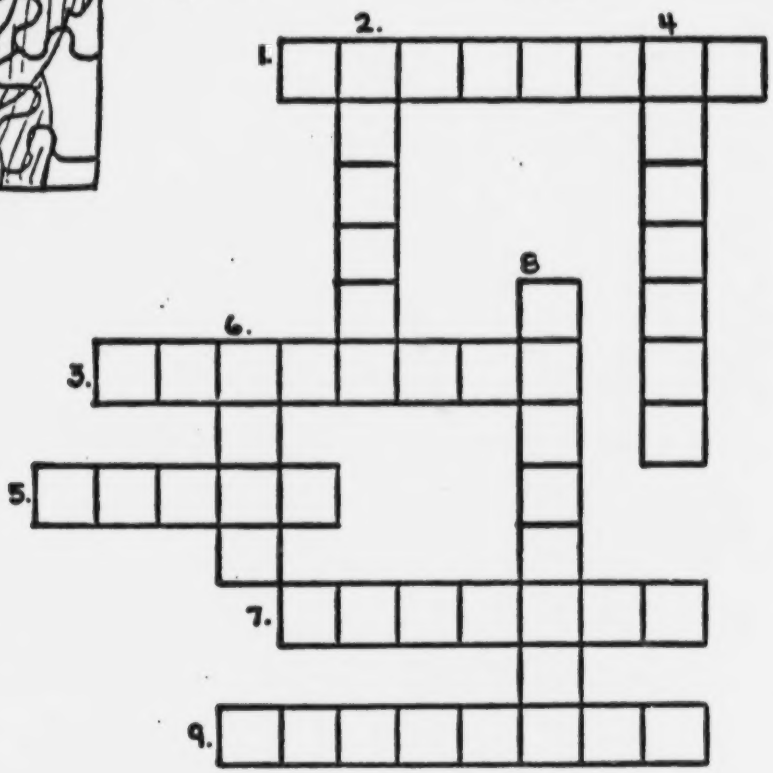
ASSIGNMENT:

Use these words and others like them throughout the next week to describe yourselves.

## PUZZLING SELF

Use these words to fill in the blanks below. Write the words in the correct puzzle boxes.

| | | |
|---|---|---|
| weakness | positive | talent |
| skill | self | feeling |
| negative | thought | strength |

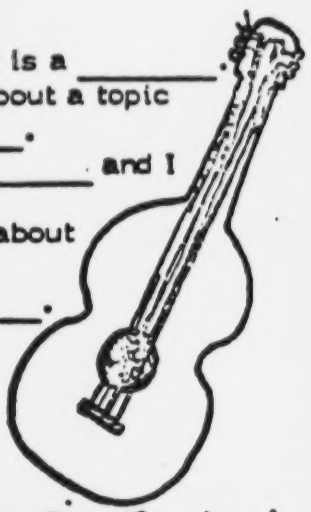



**Across**

1. Something I am good at doing is a _____.
3. When I feel good about something, my feeling is _____.
5. Something I have learned to do is a _____.
7. My attitude toward a situation is a _____.
9. Something I have trouble doing is a _____.

**Down**

2. A natural ability is a _____.
4. An idea I have about a topic is a _____.
6. I am my _____ and I have a name.
8. When I feel bad about something, my feeling is _____.



FRINGE BENEFITS

Give an example for each puzzle statement.

From I've Got Me and I'm Glad by Farnette, Forte and Harris, Copyright 1977 by Incentive Publications, Inc., Nashville, TN. Used with permission.

UNIT: 2

SESSION: 2

PURPOSE:

Students will be able to identify personal strengths and weaknesses.

MATERIALS:

"My Self Checklist" and pencils.

INTRODUCTION:

Begin by saying, "In the last session we learned some words pertaining to self-awareness. Today we are going to concentrate on those things we do well both in and out of school. In other words, we are going to be talking about strengths and weaknesses. Many times we feel that because we may or may not do well in school, that we are limited in our strengths. What are some areas in which you have strengths that are not related to academic subjects?" (Elicit responses such as outdoor skills, interpersonal skills, family skills, etc.)

ACTIVITY:

Distribute "My Self Checklist" to each student and allow sufficient time for them to complete it. Lead classroom or group discussions of checklist. Identify those items under "I do it well" as strengths and "I need to do better" as weaknesses.

CLOSURE:

"Are you satisfied with your checklist? If you are not satisfied, what steps might you take to do better?"

SUMMARY:

We have begun to think about our strengths and weaknesses both in and out of school that make us the unique people we are.

ASSIGNMENT:

Identify some additional strengths which are not on your checklist.

DRAFT

Understanding Self

MY SELF CHECKLIST

Name_____ Date_____

| | I need to do better | I do it O.K. | I do it well |
|---|---|---|---|
| A. Educational<br>1. I am good at _____ (name subject).<br>2. I can learn _____.<br>3. I am good at listening and following directions.<br>4. I am good about doing my homework.<br>5. I can work with my teachers. | | | |
| B. Outdoor Activities<br>1. I am good at _____ (name sport).<br>2. I can ride a bike.<br>3. I can swim.<br>4. I can climb.<br>5. I can skip. | | | |
| C. Being Helpful at Home<br>1. I can wash dishes.<br>2. I can weed the yard or water the plants.<br>3. I can launder and fold clothes.<br>4. I can clean my room and keep it neat.<br>5. I can cook. | | | |
| D. Social<br>1. I can make friends.<br>2. I can work with others.<br>3. I care what happens to others.<br>4. I am a good sport.<br>5. I can admit when I'm wrong. | | | |
| E. Talents<br>1. I can play the _____ (name instrument).<br>2. I can sing.<br>3. I can dance.<br>4. I am good in art.<br>5. I can also _____. | | | |

UNIT: 2

SESSION: 3

PURPOSE:

Students will be able to write strengths about other members of the class.

MATERIALS:

The "Shining Strength Worksheet," pencils and chalkboard or poster board.

INTRODUCTION:

Begin by saying, "There are many words that name strengths--good things about people that you like or that you think help make them successful. Let's brainstorm some words or phrases and list them on the chalkboard." (Optional: Have some words and phrases already written to expedite the process.) "Let's think of some personal strengths in terms of relationships, skills, school, attitudes and experiences."

Here are some examples:

| | |
|---|---|
| listens to me | is a good reader |
| tries to understand | adds numbers fast |
| accepts me as a person | says kind things to people |
| is tolerant of others | respects others |
| can be trusted | is interested in others |
| has a nice smile | works hard |
| is friendly | finishes what is started |
| has a sense of humor | knows about space travel |
| catches a ball well | power hitter in baseball |

ACTIVITY:

Distribute worksheet to students. Instruct them to write their name in the middle circle. "These lines are our sun rays. They can provide us with strength and energy, especially if we use them to identify personal strengths." Instruct students to quietly walk around the classroom and elicit strengths from their classmates. Classmates will write a strength which they observe about that student on the lines extending from the sun. Four or five responses are needed for each student. On the additional lines, students will identify additional strengths about themselves which make them proud or happy. When several students are finished, have the class be seated.

CLOSURE:

"Can others sometimes see strengths in us that we don't see? Do we have strengths that can't be seen by other people? Of all the strengths that are written on your paper, which one pleases you the most? Surprises you?

SUMMARY:

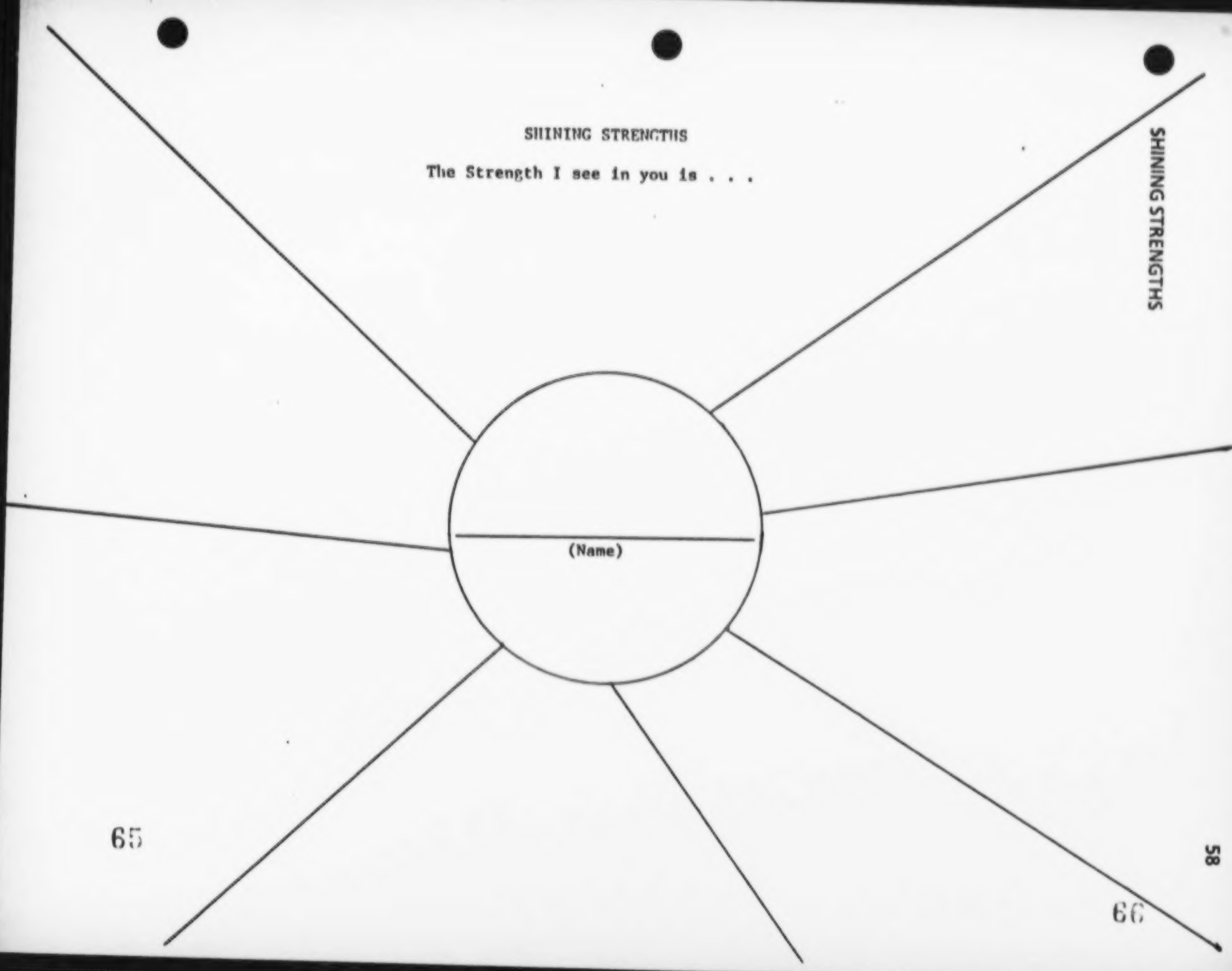
"Good feelings are generated when we hear about our strengths from others. Taking note of other people's strengths and telling them what we notice can be a compliment and fun too."

ASSIGNMENT:

"Say something positive to someone in our school...in our class...and don't forget the teacher."

SHINING STRENGTHS

The Strength I see in you is . . .






SHINING STRENGTHS

UNIT: 2

SESSION: 4

PURPOSE:

Students will be able to identify strengths and weaknesses in order to target areas for improvement.

MATERIALS:

"I Have Strengths and Weaknesses Worksheet" and pencils.

INTRODUCTION:

Begin by saying, "Everyone has both strengths and weaknesses--things they could improve in. Today we're going to identify our weaknesses and target areas in which we could improve.

ACTIVITY:

Distribute the "I Have Strengths and Weaknesses" worksheet and ask the students to complete it. When most of the students have finished, lead a discussion centered on one weakness that needs improvement. (This could be a personal weakness or one volunteered by a student.) Emphasize setting a goal to improve that weakness and steps that could be taken to meet that goal.

CLOSURE:

Why do you think we should identify and target our weaknesses? Have you had a personal experience of targeting a weakness and improving it? What were the results? (Elicit responses.)

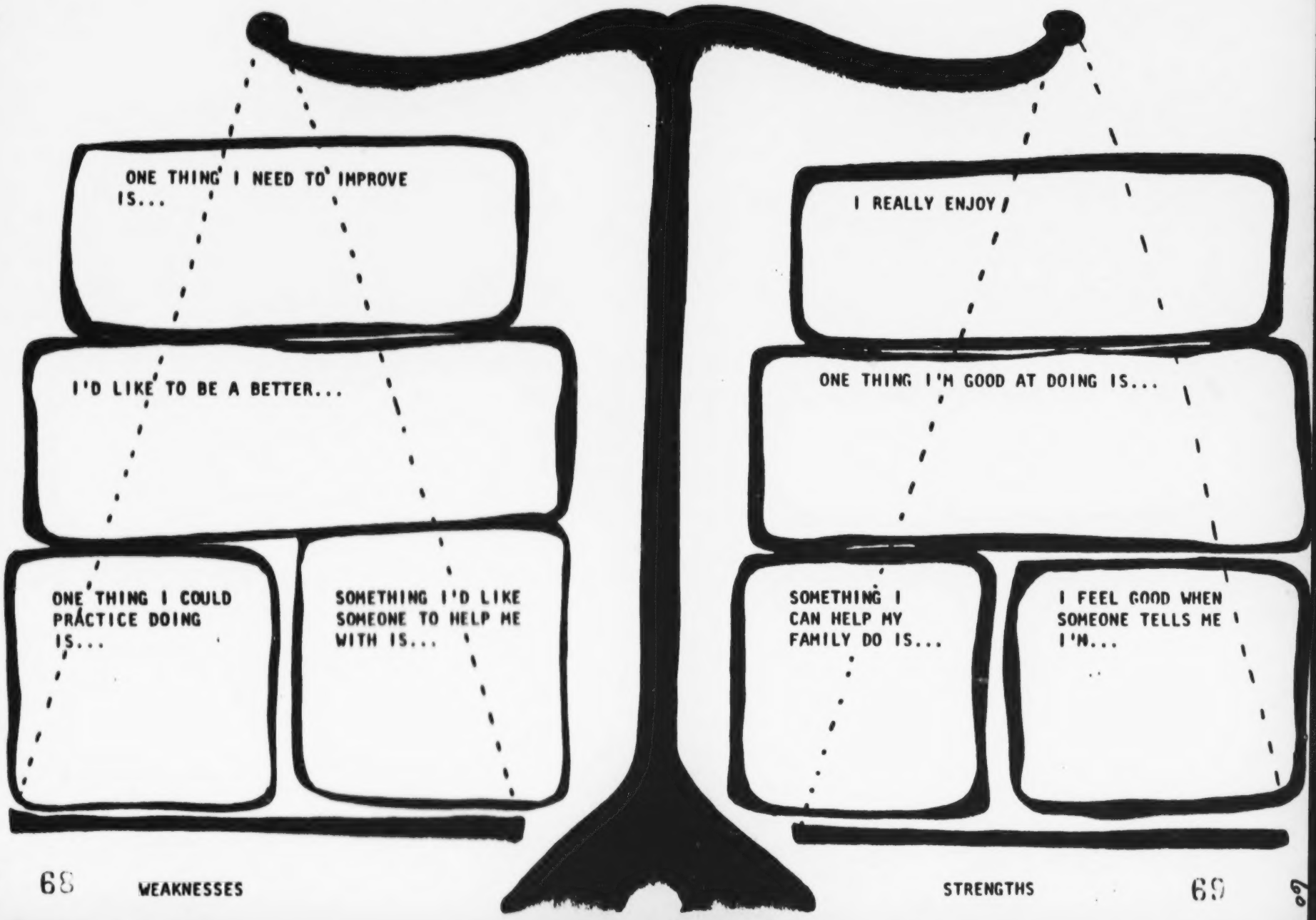
SUMMARY:

There are times when we work on our weaknesses that they become our strengths.

ASSIGNMENT:

Target one of your own weaknesses. Set a goal and take some steps to improve it.

# I HAVE STRENGTHS AND WEAKNESSES


ONE THING I NEED TO IMPROVE IS...
I'D LIKE TO BE A BETTER...
ONE THING I COULD PRACTICE DOING IS...
SOMETHING I'D LIKE SOMEONE TO HELP ME WITH IS...
I REALLY ENJOY
ONE THING I'M GOOD AT DOING IS...
SOMETHING I CAN HELP MY FAMILY DO IS...
I FEEL GOOD WHEN SOMEONE TELLS ME I'M...

UNIT: 2

SESSION: 5

PURPOSE:

Students will be able to identify a strength and develop a means for improving it.

MATERIALS:

"Strength Improvement" worksheet and pencils.

INTRODUCTION:

Begin by saying, "In our last session we targeted weaknesses and set goals to improve them. Today we're going to identify our strengths and see if they also can be made better."

ACTIVITY:

Ask members of the class to share what he/she thinks is his/her greatest strength. Discuss. Distribute the strength worksheet and ask students to complete it. (Provide students with directed assistance appropriate to grade level.) When students have completed the worksheet, conduct a discussion emphasizing the steps involved in improving strengths.

CLOSURE:

"What are some steps you listed that you feel would help you improve your strength? How did you determine the order of importance in number 4?"

SUMMARY:

"Even though something is a strength, it doesn't mean there's not room for improvement."

ASSIGNMENT:

"Find some ways you can enhance the strengths you already have."

## STRENGTH IMPROVEMENT WORKSHEET

1. Name one strength you have which you enjoy and wish to improve.

_____

_____

2. What is the thing you do or say that is keeping you from developing the strength in number 1?

_____

_____

3. List three steps you can take to improve your strength.

_____

_____

_____

4. Rank the three steps in order of importance.

_____

_____

_____

5. Do them.

UNIT: 2

SESSION: 6

PURPOSE:

Students will be able to identify how individual strengths contribute to a group.

MATERIALS:

Poster board or bulletin board paper with the outline of a body drawn (4 or more according to the number of groups in the class), construction paper, scissors, markers, paste or tape.

INTRODUCTION:

Begin by saying, "We have spent several sessions talking about individual strengths and weaknesses. We have discovered that we do not all have the same strengths. Today we're going to talk about how we can combine our strengths to benefit the entire group.

ACTIVITY:

Explain to the students that they will be divided into groups. Each member of the group will select his/her strength. The task of the group is to relate these strengths to a part of the body and draw a picture of that part. Example:

Reading - eyes
Running - legs
Caring - heart
Fingers - piano

Tape or past the body part to the body that was drawn for each group. Discuss the analogy of the parts of the body relating to the whole body as individual's strengths relate to the group.

CLOSURE:

"How have your strengths contributed to other groups to which you belong? Are some people's strengths in a group easier to see than others?

SUMMARY:

We've seen how combining strengths works to benefit the group. It can also make us feel good to contribute to a group.

ASSIGNMENT:

See how you can contribute your strengths to other groups to which you belong. (Including your family!)

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): 3

Number of sessions for this unit: 5
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.
Session 1: "Feeling Cubes"
PURPOSE: Students will demonstrate how feelings and behaviors are related.

Materials used (filmstrips, films, kits, etc.) "Feeling Illustrations" and "Feeling Cube"
Session 2: "Owning My Behavior"
PURPOSE: Students will identify behaviors for which they are responsible.

Materials used (filmstrips, films, kits, etc.) "Owning My Behavior" worksheet

Session 3: "Izzy Irresponsible?"
PURPOSE: Students will identify the consequences of irresponsibility.

Materials used (filmstrips, films, kits, etc.) "Izzy Irresponsible" worksheet

Session 4: "Behavior Consequences"
PURPOSE: Students will identify consequences of responsible and irresponsible behavior.
Materials used (filmstrips, films, kits, etc.) Paper and crayons

Session 5: "Spin A Behavior"
PURPOSE: Students will identify specific school behaviors and their alternatives.

Materials used (filmstrips, films, kits, etc.) One large behavior wheel

UNIT: 3

SESSION: 1

PURPOSE:

Students will demonstrate how feelings and behaviors are related.

MATERIALS:

Feeling illustrations, Feeling cube.

INTRODUCTION:

Begin by saying, "Everyone has feelings. And that's O.K. There is no right or wrong to our feelings - they are a part of us. Let's think of some words that describe our feelings. (Show illustrations and discuss the 5 feelings, mad, glad, sad, afraid, and excited.) Many times these feelings are related to how we behave. For instance, if we're happy we might clap our hands or jump up and down or hug a friend. If we're mad we might throw something or hit or cry. Because we had a feeling it made us behave in a certain way. Today we're going to play a game where you can share some of your feelings and behaviors with the group."

ACTIVITY:

Use a Feeling cube. Let each student roll the cube like dice. Whatever feeling comes up (mad, sad, glad, afraid, excited) the student tells a time he/she felt that way and the behavior they exhibited. "A time I felt sad was....and I did...." When everyone has had a turn, ask volunteers to remember what other classmates said. Example: John said he felt sad about losing his dog and cried.

CLOSURE:

"What were some of the feelings that were mentioned? What behaviors were mentioned? How do feelings affect the way we behave? Does the way we behave affect how we feel?"

SUMMARY:

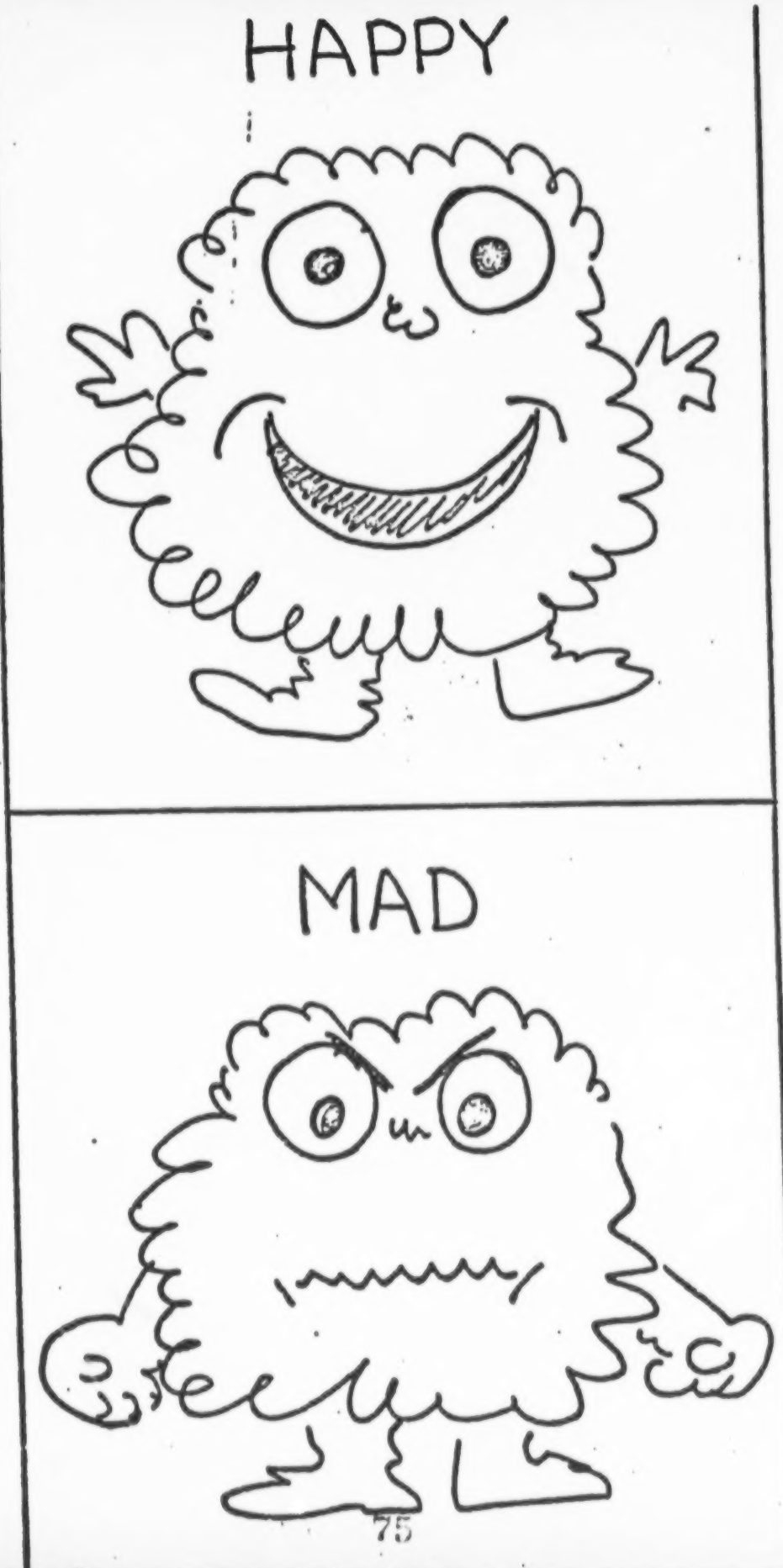
"There are lots of words we can use to describe our feelings. Feelings affect the way we act or behave. They affect what we do at home, with our friends, at school and in class."

ASSIGNMENT:

"Pay attention to your classmates and see if you can tell how they might be feeling by the way they behave."

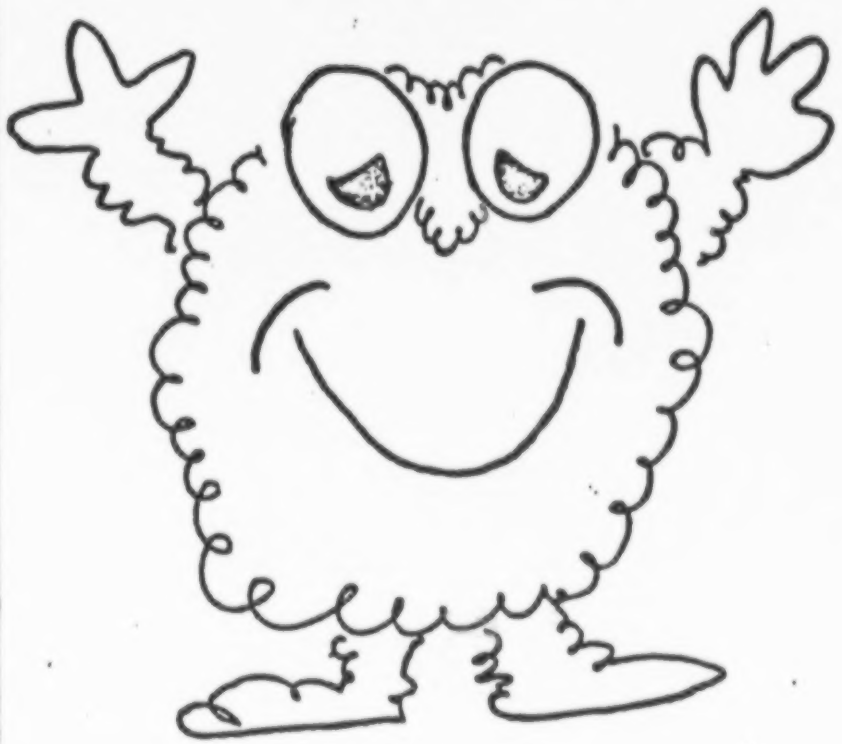
HAPPY

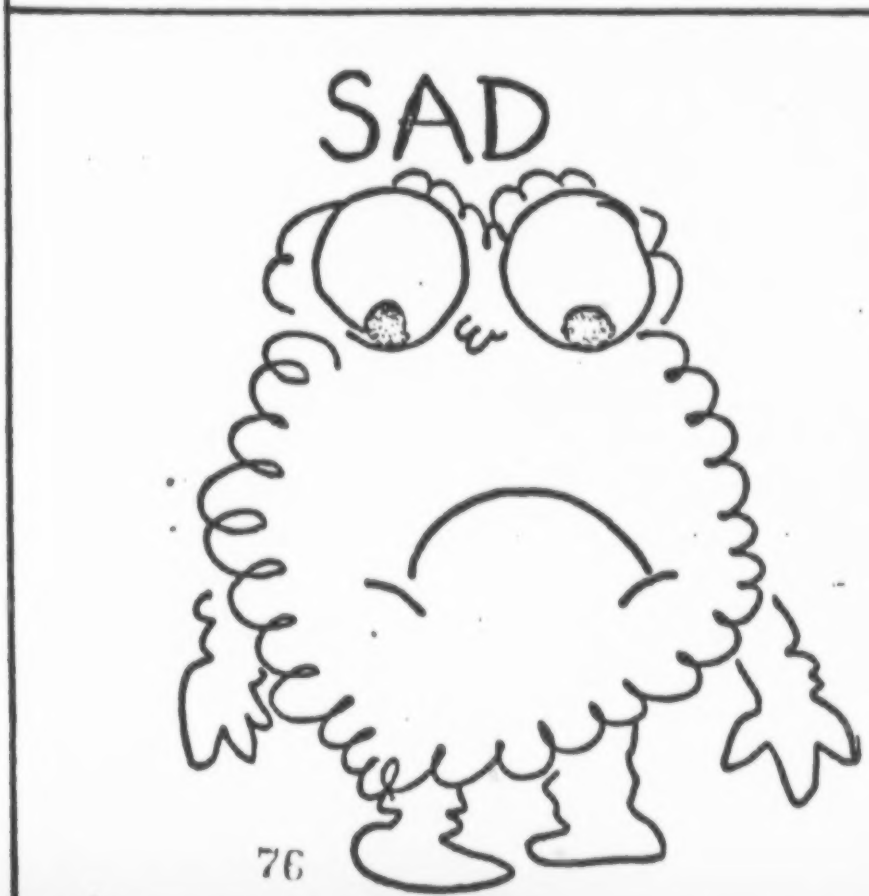
MAD



EXCITED

SAD

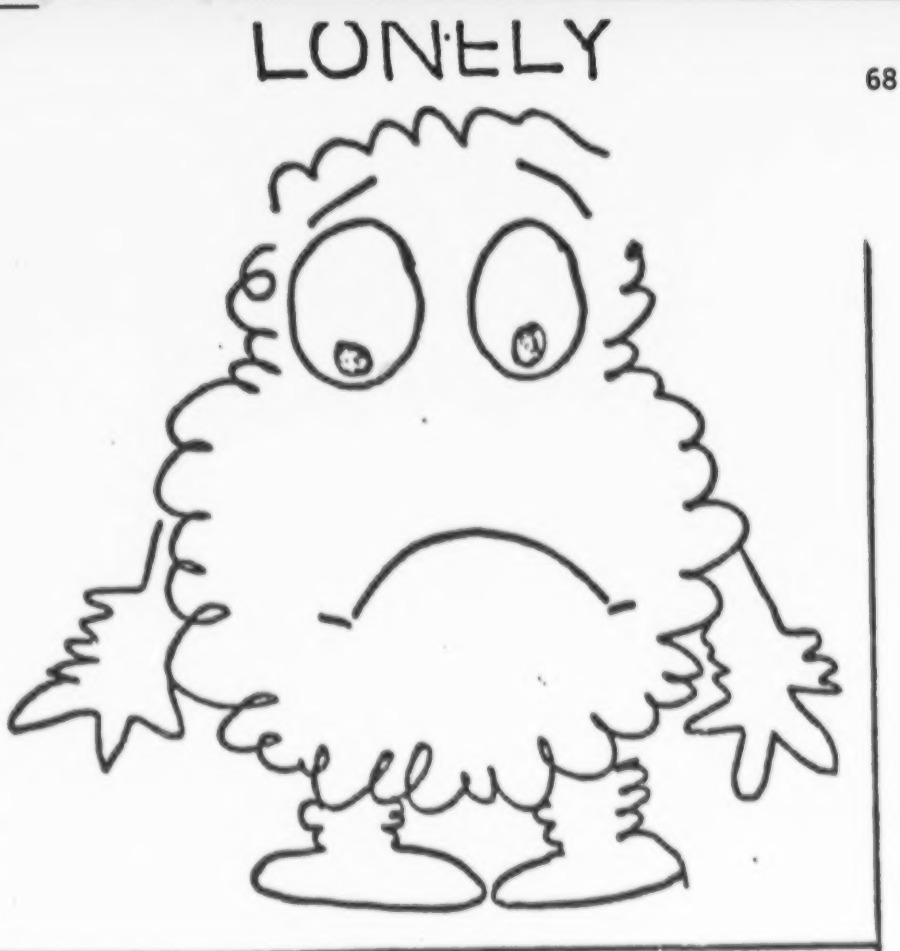


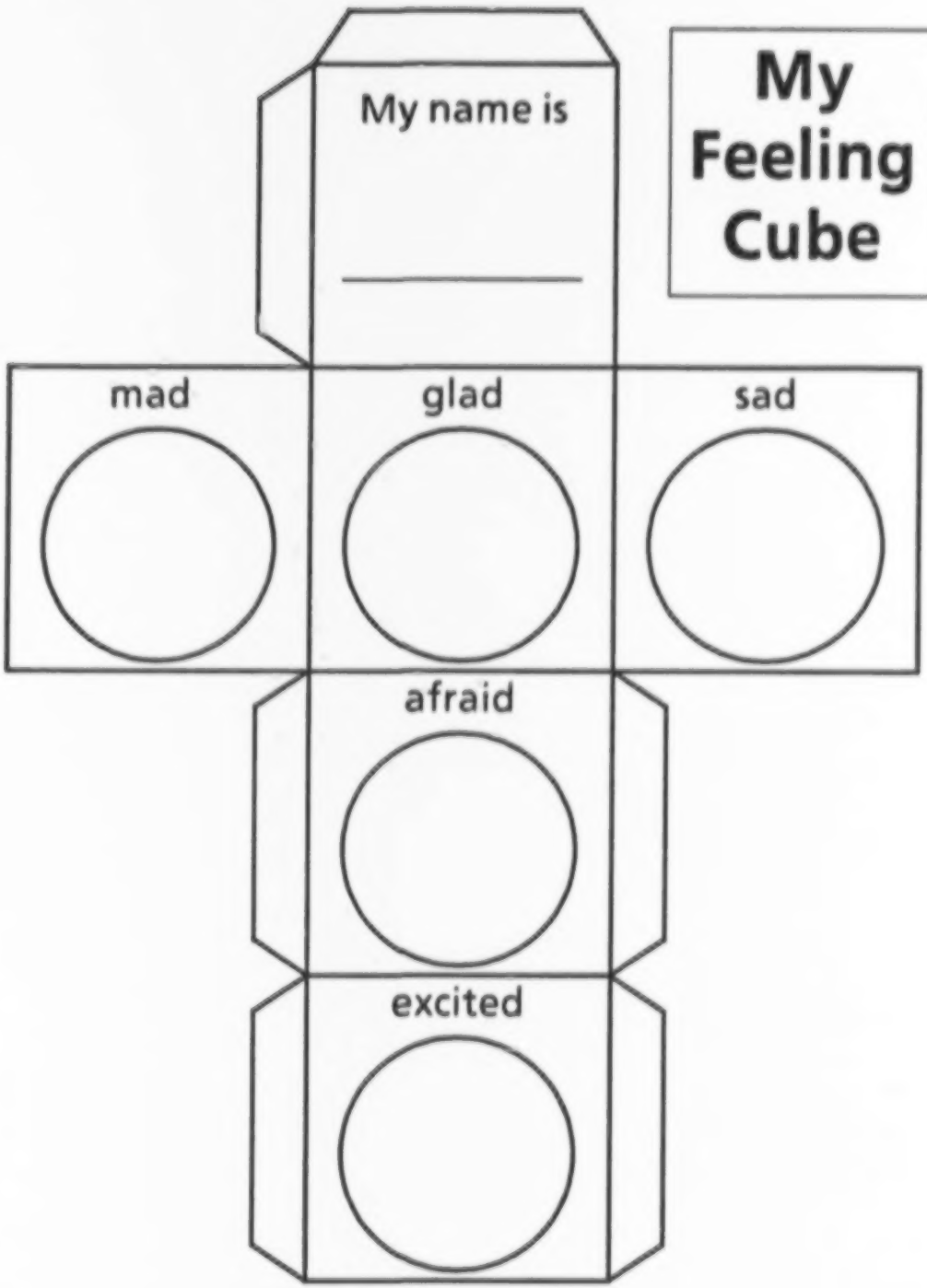

3GUID143

LONELY

AFRAID



# My Feeling Cube



UNIT: 3

SESSION: 2

PURPOSE:

Students will identify behaviors for which they are responsible.

MATERIALS:

"Owning My Behavior" worksheet.

INTRODUCTION:

Begin by saying, "We are responsible for our own behavior. Many times, however, we want to blame others for our carelessness. For instance, if we cannot find our shoes we might say our little brother took them. We are blaming him rather than admitting that we are responsible for misplacing our shoes. Can you think of a time when you thought someone made you get into trouble? (Elicit responses. Encourage children to tell what happened and who they think was responsible and why they think that.) What else could you have done or said to solve the problem? Many times it is our own behavior rather than the behavior of others that creates a problem."

ACTIVITY:

Depending on the grade level distribute handouts "Owning My Behavior" or use as a directed activity with the classroom. Discuss with students the behavior, the person responsible and possible alternatives. Discuss the idea that accidents may not be due to irresponsible behavior, but we still must accept the consequences of our actions.

CLOSURE:

"What is responsible behavior? Has someone ever blamed you something they did? Were they showing responsible behavior? Why is responsible behavior important?"

SUMMARY:

"We are responsible for our behavior. We decide how we will behave. Therefore, we must accept the consequences for our behavior. Usually good things happen for good behavior and bad things for bad behavior."

ASSIGNMENT:

"Discuss with a family member a responsible behavior you have shown at home."

# OWNING MY BEHAVIOR

Being responsible for your behavior is another important way of belonging to the school community. What do you think you should do if you:

1. borrow someone's pencil and lose it?

   _____

   _____

2. bump into someone who is carrying his/her lunch tray and spill it?

   _____

   _____

3. accidentally break something in the classroom?

   _____

   _____

4. constantly interrupt when others are speaking?

   _____

   _____

5. disturb others on the school bus?

   _____

   _____

UNIT: 3

SESSION: 3

PURPOSE:

Students will identify the consequences of irresponsibility.

MATERIALS:

"Izzy Irresponsible" worksheet.

INTRODUCTION:

Begin by saying, "Who can tell me what it means to be responsible? (Elicit responses.) What are some things you are responsible for at home? at school? Can you think of a time when you were not responsible? Would you share it with the class? Today I'm going to share a story with you about a typical day in Izzy Irresponsible's life. Listen carefully for some ways that Izzy was not responsible.

ACTIVITY:

Read and discuss the story of Izzy Irresponsible. Students may complete the questions at the bottom of the page independently or in classroom discussion.

CLOSURE:

"What are some of Izzy's irresponsible behaviors. How did those behaviors affect family and friends? What are some ways Izzy could show responsible behaviors?

SUMMARY:

"As we have discussed before, we are responsible for our behavior. When we act irresponsibly, others cannot depend on us and often we do not feel good about ourselves."

ASSIGNMENT:

"During the next week, show others around you that you can act responsibly. See what good feelings that they will have toward you and how good you will feel about yourself."

# IZZY IRRESPONSIBLE?

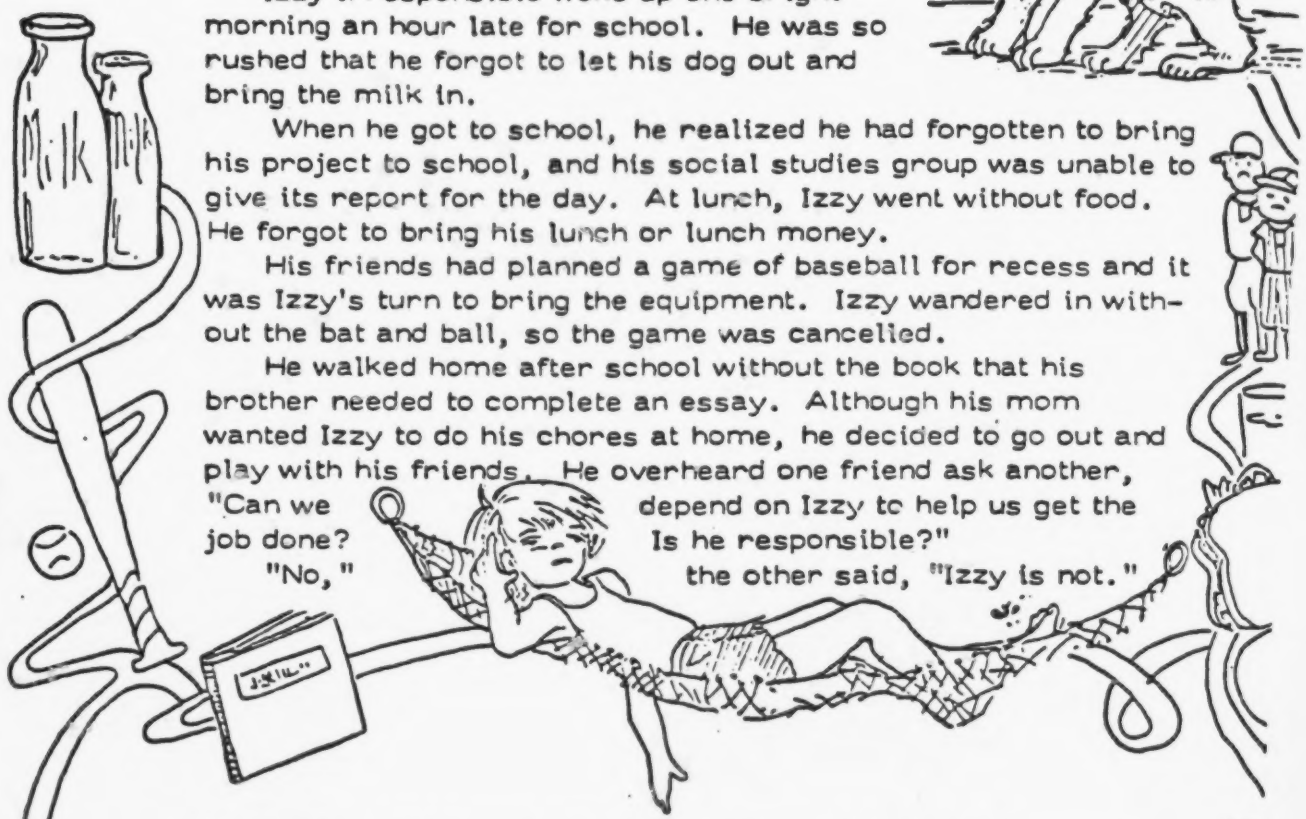
Read this story about a typical day in Izzy's life and answer the questions below.

Izzy Irresponsible woke up one bright morning an hour late for school. He was so rushed that he forgot to let his dog out and bring the milk in.

When he got to school, he realized he had forgotten to bring his project to school, and his social studies group was unable to give its report for the day. At lunch, Izzy went without food. He forgot to bring his lunch or lunch money.

His friends had planned a game of baseball for recess and it was Izzy's turn to bring the equipment. Izzy wandered in without the bat and ball, so the game was cancelled.

He walked home after school without the book that his brother needed to complete an essay. Although his mom wanted Izzy to do his chores at home, he decided to go out and play with his friends. He overheard one friend ask another, "Can we depend on Izzy to help us get the job done? Is he responsible?" "No," the other said, "Izzy is not."




What things did Izzy do that made him undependable? _____

_____

_____

How did his irresponsibility affect others who depended on him?

_____

_____

List the things Izzy should do so that he can become a responsible member of his home, school and community.

_____

_____

_____

_____

_____

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UNIT: 3

SESSION: 4

PURPOSE:

Students will identify consequences of responsible and irresponsible behavior.

MATERIALS:

Paper, crayons, chalkboard or chart paper.

INTRODUCTION:

Begin by saying, "We have been talking about responsible and irresponsible behavior. We've also said that every behavior has a consequence, good or bad things happen because of our actions. Today we're going to think about some situations and draw a picture to show a consequence for each one."

ACTIVITY:

Display the four sentences below:

A. A little girl left her tricycle in the street when she finished playing.
B. A boy talked back to his teacher when she told him to go to his desk.
C. A student shared his/her crayons with another student in the classroom.
D. You run to get help when another student falls and gets hurt.

Divide the class into four or more groups. Have each group draw a picture to show a consequence of behavior in one of the situations. If time allows role-play some of the situations.

CLOSURE:

"Who would like to share their picture with us and tell us about the consequence? Which of these situations showed responsible behavior? Which were irresponsible? What other consequences might have happened besides the one in your picture?"

SUMMARY:

"We have learned that there are consequences for responsible behavior as well as irresponsible. Often consequences for responsible behavior are of benefit to ourselves and others. For example, when everyone follows the rules for a game, everyone enjoys playing it."

ASSIGNMENT:

"Note this week how your responsible behavior benefits those around you."

UNIT: 3

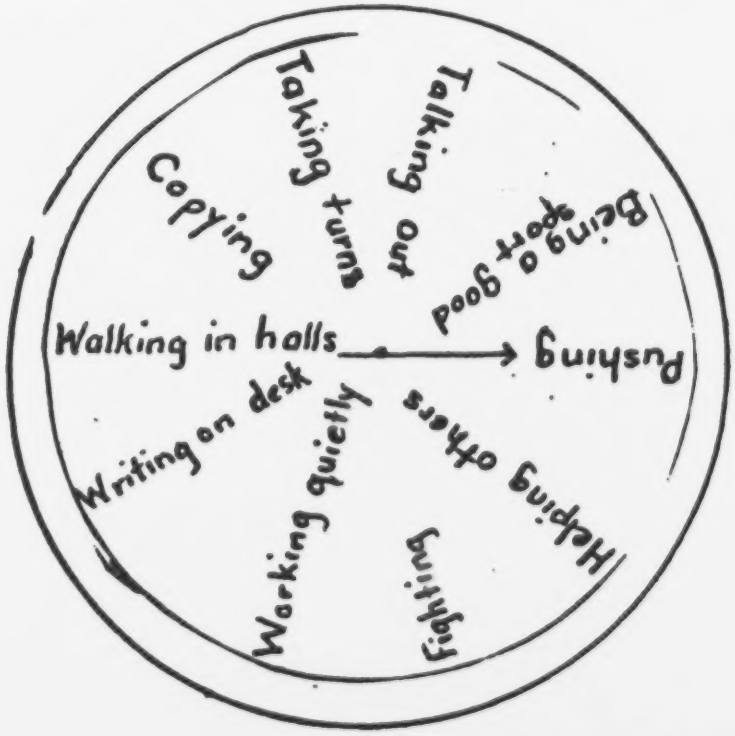
SESSION: 5

PURPOSE: Students will identify specific school behaviors and their alternatives.

MATERIALS: One large Behavior Wheel

INTRODUCTION: Begin by saying, "We've been talking about behaviors in general. Today we're going to talk about school behaviors. I have some responsible and irresponsible school behaviors on a wheel. Each of you will get an opportunity to spin the wheel. Then we will discuss the behaviors."

ACTIVITY: Have one student at a time spin the spinner and act out the behavior. The rest of the group will try to guess the behavior. Students may then discuss alternatives for any negative behaviors being acted out. The students could further discuss the outcomes of both the positive and negative behaviors.



UNIT: 3

SESSION: 5

PURPOSE:

Students will identify specific school behaviors and their alternatives.

MATERIALS:

One large Behavior Wheel.

INTRODUCTION:

Begin by saying, "We've been talking about behaviors in general. Today we're going to talk about school behaviors. I have some responsible and irresponsible school behaviors on a wheel. Each of you will get an opportunity to spin the wheel. Then we will discuss the behaviors."

ACTIVITY:

Have one student at a time spin the spinner and act out the behavior. The rest of the group will try to guess the behavior. Students may then discuss alternatives for any negative behaviors being acted out. The students could further discuss the outcomes of both the positive and negative behaviors.

CLOSURE:

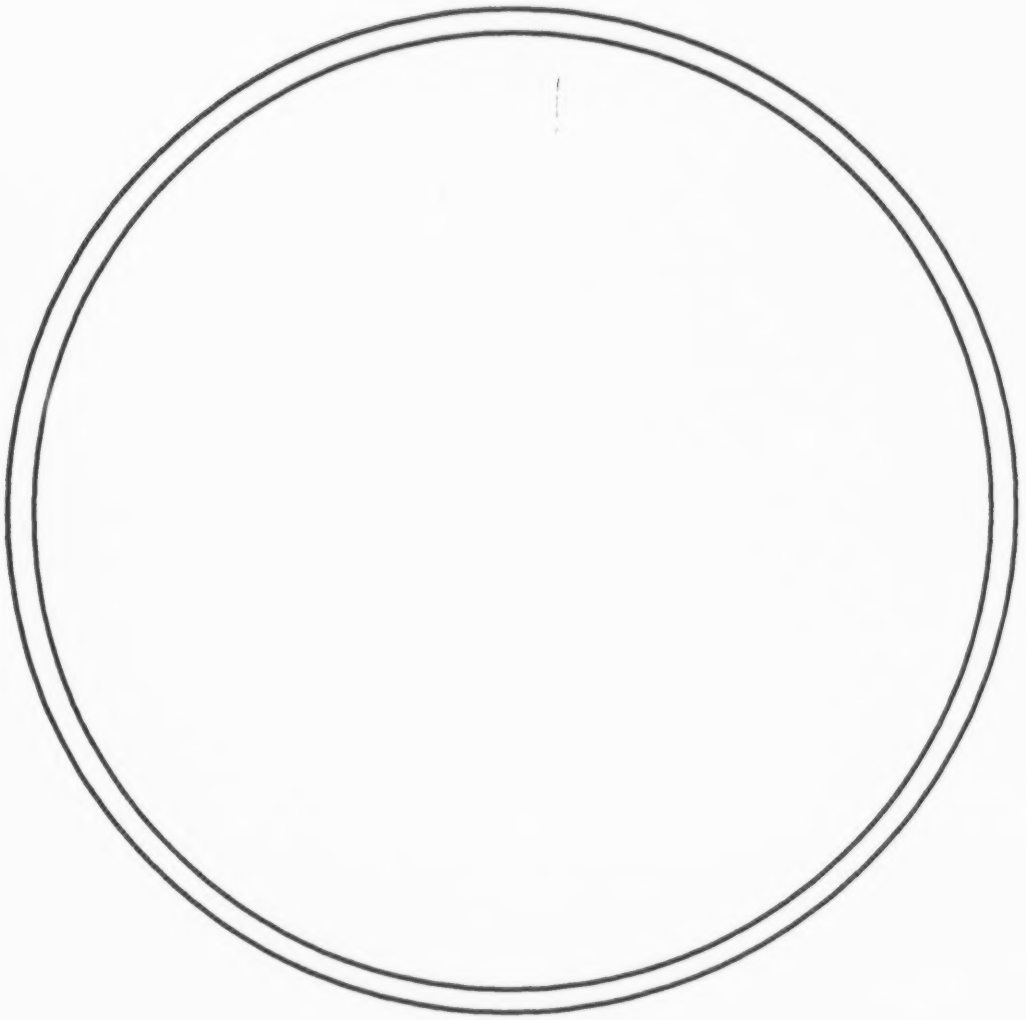
"What are some irresponsible and responsible behaviors on the wheel? Which behaviors cause the most problems? Which are most helpful? Could there be other alternatives besides the ones we suggested?"

SUMMARY:

"We have discussed many behaviors in this unit--some responsible and some irresponsible. It should be clear that responsible is more beneficial to yourself and others."

ASSIGNMENT:

"Be aware of the responsible school behaviors that you exhibit throughout the day."



School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Intermediate GOAL(S): 3

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.

Session 1: Understanding Feelings and Behaviors
PURPOSE: Students will identify pleasant and unpleasant feelings and recognize how feelings and behaviors are related.
Materials used (filmstrips, films, kits, etc.) Chalkboard, chart paper, pencils and paper

Session 2: Who Is Responsible?
PURPOSE: The students will identify responsible behaviors.

Materials used (filmstrips, films, kits, etc.) _____

Session 3: Continue from Session 2
PURPOSE: _____

Materials used (filmstrips, films, kits, etc.) _____

Session 4: School Survey
PURPOSE: Students will identify responsible behaviors at school.

Materials used (filmstrips, films, kits, etc.) "School Survey" worksheet, pencils

Session 5: Making Changes
PURPOSE: Students will identify some steps in the process of change.

Materials used (filmstrips, films, kits, etc.) Chalkboard or chart paper; pencils and paper

Session 6: Goal Setting
PURPOSE: Students will identify some steps in the process of change.

Materials used (filmstrips, films, kits, etc.) Chalkboard

UNIT: 3

SESSION: 1

PURPOSE:

Students will identify pleasant and unpleasant feelings and recognize how feelings and behaviors are related.

MATERIALS:

Chalkboard, chart paper, pencils and paper.

INTRODUCTION:

Begin by saying, "Everyone has feelings, some feelings are pleasant and others are unpleasant. Feelings are inside of you. They are not something you can touch or look at, nor are they right or wrong. But how we feel can affect what we do. Our feelings and behaviors (our actions) are closely related. For example, when we feel sad, we might cry which is a behavior. We do not see the feeling--it's the behavior we observe."

"Today we are going to practice identifying feelings and behaviors. Let's think of some words that describe our pleasant feelings and I'll list them on the board." (List can be prepared ahead of time and perhaps added to by the students.) Then prepare a second list of unpleasant feeling words.

ACTIVITY:

"When a person feels something, then he or she might also act in certain ways. Let's continue to think of how people behave when they have pleasant or unpleasant feelings by working in our teams. I will give you two tasks. First, I am going to give each team two words, one from the pleasant feelings list and the other from the unpleasant feeling list." Give each team two words.

"Think of something that someone might do if he/she felt the unpleasant feeling your team was assigned. Take turns by going around. If you are having trouble thinking or something, you can 'pass' and the group will come back to you later."

"Now, using any word from either of the two lists, each person pick a feeling word and tell about a time when you saw someone who might have felt that way. What was the person doing and how was he or she behaving?" Again, have students go-around the circle.

CLOSURE:

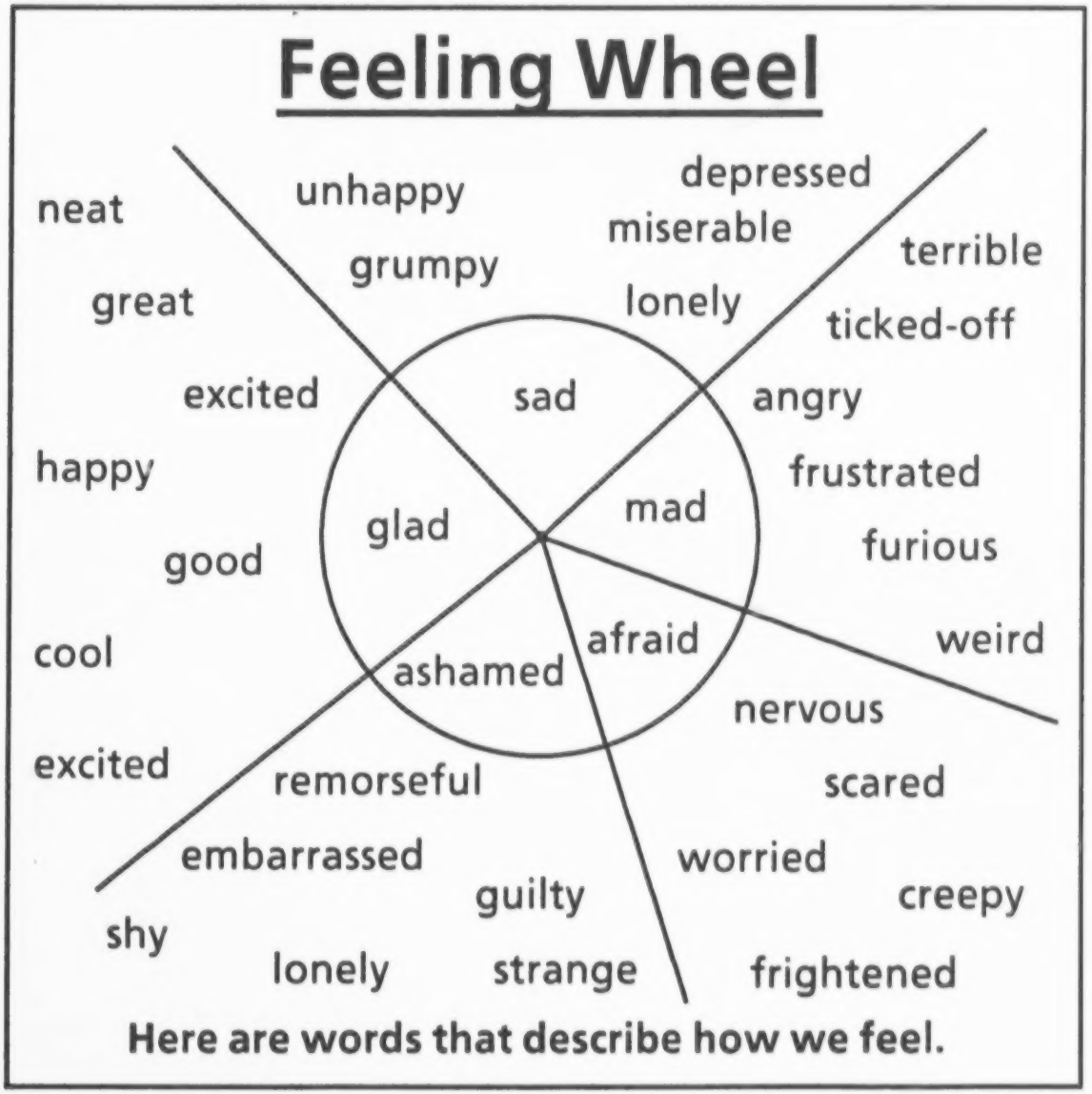
"Let's hear about some of your ideas regarding feelings and behaviors. (Have students share group findings.) What is the difference between a feeling and a behavior? How are they related? How do feelings affect the way people behave in school? Is it possible for the way a person behaves in school to also affect his/her feelings?

SUMMARY:

"There are many words to describe our pleasant and unpleasant feelings. How we feel can affect how we behave."

ASSIGNMENT:

"Pay attention to your classmates and see if you can tell how they might be feeling by the way they behave. And then, pick one person and tell them the kind of feelings that you think they might be having. See how close you can come to being accurate about their feelings."



UNIT: 3

SESSION: 2 and 3

PURPOSE:

The students will identify responsible behaviors.

MATERIALS:

"Who Is Responsible" booklet for each student.

INTRODUCTION:

Begin by saying, "Last week we defined 'behavior' as being our actions. Today we want to think about responsible behavior. What does it mean to be responsible? (Elicit responses.) That's right responsibility means being dependable--people can count on you to act in a way that is beneficial to yourself and others. What would be a responsible behavior in school?" (e.g., returning homework, working cooperatively with others, taking care of materials and textbooks, etc.)

"Today we have a booklet which each of you will receive. Responsible behavior means that you will keep this booklet until we have completed the sessions."

ACTIVITY:

Distribute the booklets to the students. Read the 'Who is Responsible' stories. Discuss possible answers and fill in the blanks in the booklet. (This activity may take more than one session.)

CLOSURE:

"What is responsible behavior? What were some of the responsible behaviors you noted in the stories? What are some things that keep us from being responsible? Is it easy to be responsible? Why should people be responsible?"

SUMMARY:

"We have seen that we are called upon to use responsible behavior everyday. Being responsible benefits ourselves and others."

ASSIGNMENT:

"Think about the areas in your life where you are responsible."

## WHO IS RESPONSIBLE?

### THE PERMISSION SLIP - Chapter I

Mrs. Hanson and her third year class were busy discussing their coming field trip. All the teachers of third year children of Oak Lawn Elementary School had planned this trip. Arrangements were made for the 118 third year students to visit the Seaquarium on Key Biscayne.

The next step in preparing for the field trip was the permission slips. Mrs. Hanson passed out a permission slip to each of her boys and girls. Now it was to be taken home, signed by mothers and fathers, and returned to school.

A. 1. Who is responsible for the correct use of the slip now?_____

2. Who can help this person?_____

_____

3. How?_____

_____

The next day 18 of the 26 students in Mrs. Hanson's class returned their slips. They were eager to go on the trip.

Jeanne said, "I gave my slip right to Mother when she met me at the bus stop. She signed it as soon as we got home. Then I put it in my notebook so I wouldn't forget it."

B. 1. Do you think Jeanne showed responsibility in handling her slip?_____

2. Why, or why not?_____

_____

Carl spoke up, "I put my slip in my pocket when I left school and forgot it until bedtime. Then I had to get it signed this morning. But I have it here now."

Who do you think showed more responsibility? Jeanne? Carl?

WHO IS RESPONSIBLE? - CONTINUED

Ricky added with a laugh, "I forgot about mine. Mother found it in my lunch box and signed it. If she hadn't given it to me when she let me out of the car this morning, I wouldn't be going, I guess."

C. How would rank Ricky, Carl and Jeanne for their sense of responsibility?

1. _____

2. _____

3. _____

Four days went by and all but one child in Mrs. Hanson's class had returned their permission slips for the field trip. Every morning when Mrs. Hanson asked Alice for her slip, Alice would laugh and say, "I forgot it again! I don't think Mother has signed it. I don't even know where it is."

D. 1. Is Alice being very responsible?

_____

2. How can you tell?_____

_____

If Alice doesn't find her slip, get it signed, and returned by Friday, she won't be able to go to the Seaquarium.

E. 1. Who will be responsible if Alice misses the trip?

_____

THE FIELD TRIP - Chapter II

The day the trip finally arrived. It was sunny and warm. Alice had gotten another permission slip from Mrs. Hanson to replace the first one she had lost, so she was going too.

All the children excitedly loaded the three buses waiting outside the school.

"Now remember," Mrs. Hanson told her group, "Stay with your partner in your group at all times. And while we're on the bus, please stay seated."

WHO IS RESPONSIBLE? - CONTINUED

After riding for a while the children began to get excited. Dick had to be reminded three times to sit down. All of a sudden the bus had to slow down quickly because of traffic. Dick was standing again. He slipped and bumped his arm on the seat back.

Do you know who was really responsible for Dick's arm being hurt?

_____

Why should Dick have known better?

_____

_____

In about 30 minutes everyone arrived at the Seaquarium. Mrs. Hanson bought tickets for all the children; and small groups, with their leaders got ready to see the first show.

It was a fun afternoon! There were many things to see. Jeanne liked the trained seals. Ricky was interested in the dolphins. Dick liked the land turtles best.

When it was time to get back on the buses for Oak Lawn School, Mrs. Hanson found that Jill and Terry were missing from her group. Alice said, "I saw them go into the snack bar when we all walked by. They said they wanted some candy."

Do you think Jill and Terry were behaving in a responsible way?

_____

What would happen if they got lost by straying from their group?

_____

After Jill and Terry were found, everyone rode back to school.

WHO IS RESPONSIBLE? - CONTINUED

WALKING HOME FROM SCHOOL - Chapter III

Later, walking home from the school bus stop with Frank, Tom said, "I sure did have fun today! Did you see how those sharks zipped through the water? Just like this!"

An without looking for traffic, Tom ran down the walk and off the curb into the street. Jeff Clay, riding his bicycle down Elm Street, nearly lost his balance trying to avoid hitting Tom as he ran into the street. When Tom realized that he had nearly caused an accident he felt his face beginning to grow warm.

Do you know why?_____

_____

How was Tom responsible?_____

_____

Frank left Tom at his house and ran up the street to his own door. "Hi, Mom!" I'm back!", and he told his Mother all about his great day.

TAKING CARE OF FREDDIE - Chapter IV

"Frank," said his Mother, "I need some time to get supper ready. Would you please take Freddie to your room and watch him for a little while? He might get hurt in the kitchen."

Frank was pretty tired after his field trip, but he wanted to help his Mother.

"Okay, Mom. C"mon Freddie. Let's go to my room and play while Mom gets supper." Freddie, who was two years old, toddled off with Frank.

When they reached the bedroom, Frank picked up his new library book and began to read. He forgot about Freddie who became interested in Frank's airplane models. Suddenly there was a loud crash! Freddie had pulled down Frank's new plane, which lay broken on the floor.

Frank started to yell at Freddie. "You brat - -," and then he stopped. It had been his job to watch Freddie who was too little to know the plane would break. Freddie began to cry. Then Frank realized he was angry with Freddie, but he knew he should have stayed with Freddie and not gotten so interested in his library book. He patted Freddie, then sadly picked up the pieces of his plane.

He knew he had not been very _____.

## WHO IS RESPONSIBLE? - CONTINUED

### BEDTIME - Chapter V

At the dinner table Frank told his Dad about his exciting day. Then he helped his Mom clear the table and do up the dishes. It had been a long day, and he was excited and tired.

"Mom," he said, "May I get an aspirin to help me relax?" "Popping a pill is an easy way out, Frank. There are better ways to relax than to depend on a pill like an aspirin. Why don't you take a warm bath - I'll get down your four boats, you can play a while in the tub before you get ready for bed."

What a great idea that was! Frank splashed in the tub, sailed his boats into mountains of suds, and felt wonderful when he finally rinsed off, got out and dried himself.

He put on his pajamas, told his Mother and Dad goodnight, and crawled into bed. As he drifted off to sleep he felt pretty good about himself. It had been a good day!

A. 1. Here is a hard question: Why was Frank more responsible to relax in a warm bath than to take an aspirin tablet?

_____

_____

_____

UNIT: 3

SESSION: 4

PURPOSE:

Students will identify responsible behaviors at school.

MATERIALS:

"School Survey" worksheet, pencils.

INTRODUCTION:

Begin by saying, "In the last sessions we have been discussing feelings as they relate to behaviors and responsible behaviors. It's not always easy to be responsible. Learning responsibility is a growing process. Today we are going to talk about responsibility in school. Is there such a thing as a 'perfect student'? How might a 'perfect student' act?" (Elicit responses and list on the board.)

"Most of the things listed on the board could be seen as responsible behavior and you can probably find some of your behaviors on the list. I doubt that all of us could fulfill all of them all the time. We are not perfect! But to work on developing responsible behaviors is a goal worth pursuing."

ACTIVITY:

Distribute "School Survey" to each student. Direct students that the "survey" is a list of responsible school behaviors. They are to rank themselves on each statement. (Read worksheet to students if needed.)

When everyone has completed the task, ask for volunteers to finish this sentence: "I am a responsible student when I _____." Tell the students to refer to their survey.

CLOSURE:

"Which responsible behavior are you most proud of? Which one(s) do you feel that need to improve? Are there other areas of responsibility in school we have not discussed?"

SUMMARY:

"This 'survey' has shown areas of responsibility in school. There are many other areas of school behavior we could have included that are also important. Each of us show responsible behavior, however, none of us is perfect.

ASSIGNMENT:

"If there are areas of your survey that you are not happy with, perhaps you can continue to work on them."

## "SCHOOL SURVEY"

| | | Always | Sometimes | Never |
|---|---|---|---|---|
| 1. | I return items which I borrow, such as pencils, books, sports equipment. | ____ | ____ | ____ |
| 2. | I return things that I borrow on time. | ____ | ____ | ____ |
| 3. | If I am a member of a committee working on a class project: | | | |
| | a. I like to be the leader. | ____ | ____ | ____ |
| | b. I feel that I can be a good leader. | ____ | ____ | ____ |
| | c. If I am not elected leader, I am willing to cooperate with the group. | ____ | ____ | ____ |
| | d. I will do my share of the work. | ____ | ____ | ____ |
| | e. I am willing to listen to others even if their ideas are different than mine. | ____ | ____ | ____ |
| 4. | I keep my desk and locker space neat. | ____ | ____ | ____ |
| 5. | I return lost items which I have found to the "lost and found." | ____ | ____ | ____ |
| 6. | I have found money in the classroom. No one knows about it but me. I would keep the money. | ____ | ____ | ____ |
| 7. | A new student comes to class. I would befriend him (show him around, help him to know other students). | ____ | ____ | ____ |
| 8. | I am willing to help another student through a difficult problem; for example, he is having trouble understanding an area in math. | ____ | ____ | ____ |
| 9. | I belong to a team competing with another team in a game: | | | |
| | a. Our team is losing, but I am still willing to play my best. | ____ | ____ | ____ |
| | b. Our team loses, but I congratulate members of the winning team. | ____ | ____ | ____ |
| | c. Our team wins, but I boo the losing team. | ____ | ____ | ____ |
| 10. | When the teacher is out of the room: | | | |
| | a. I continue my work. | ____ | ____ | ____ |
| | b. If I complete my assignment, I begin another class activity on my own. | ____ | ____ | ____ |
| 11. | I can laugh at myself when I make silly mistakes. | ____ | ____ | ____ |
| 12. | Making decisions is difficult for me. | ____ | ____ | ____ |
| 13. | I like a good laugh (when someone shares a joke or tells a funny story). | ____ | ____ | ____ |
| 14. | I feel happy and good about myself. | ____ | ____ | ____ |

UNIT: 3

SESSION: 5

PURPOSE:

Students will identify some steps in the process of change.

MATERIALS:

Chalkboard or chart paper. Pencils and paper. (Optional) Posters which display positive.

INTRODUCTION:

Begin by saying, "In the last session, we discussed responsibilities in school and each of you surveyed your own behavior. Perhaps there were some areas you would like to change. Today we are going to talk about making changes. We are changing all of the time. Change is a part of living. Of course, changes can be for better or for worse. However, if we know the kind of changes that we want to make, set some goals, and work hard toward those goals, then changes can be for the best."

ACTIVITY:

"Let's think of some ways in which we have changed over the years. Think of some things you used to be or do, but now are different. Complete the sentence, 'I used to be...but now I am..." (Elicit some examples from the class. Some possible ones are):

I used to be shorter but now I am taller.
I used to be in the first grade but now I am in the fourth grade.
I used to be scared of the water but now I can swim.
I used to be afraid of the dark but now I can sleep without a light.
I used to write sloppy letters but now my writing is neater.

"It's obvious that everyone changes. Some changes are physical whereas others come about because we develop new skills. When we decide to make changes, we need to have positive attitudes about ourselves. We need to say positive things. There is a saying 'You have to take your own 'T' off can't.' What happens to the word 'can't' when you take the 't' off? What does the saying mean?" (Discuss)

Divide students into small groups and have each group create a slogan to promote positive thinking. Discuss poster sayings. For example, "I can because I think I can, I'm O.K., You're O.K., Tomorrow is another day, Can't means you refuse to try, etc."

CLOSURE:

Share slogans of groups. "What does a positive attitude have to do with making changes? Of the sayings discussed, what is your favorite one?"

SUMMARY:

"We have discussed today that everyone changes, everyone can make changes and in order to change, we need a positive attitude about ourselves."

ASSIGNMENT:

"Display your slogan in a predominate place where you can review it everyday this week."

UNIT: 3

SESSION: 6

PURPOSE:

Students will identify some steps in the process of change.

MATERIALS:

Chalkboard, "Goals Accomplishment" worksheet.

INTRODUCTION:

Begin by saying, "Last session we discuss how positive attitudes affects our ability to make changes. This session we are going to discuss some steps we can to make changes. The first step to making changes is setting a goal. Does anyone know what a 'goal' is? (Elicit responses.) Webster's Dictionary defines a goal as 'an end toward which effort is directed.' What does that mean? Can you think of any games you play that have goals? (football, hockey) What do you have to do to reach those goals? Have you ever set a goal for yourself outside of a game? (e.g., getting work finished, reading a book, being friendlier, etc.) What do you have to do to reach those goals? Everyone has goals. When you have clear goals in mind, they are easier to obtain."

A realistic goal is:

1. clear - you know exactly what you want.
2. definite - it has a time limit.
3. possible - you can achieve it with what you know now or with what you can learn.

When you have clear goals, you can also find some little steps that lead to that goal. Remember, the journey of 1,000 miles begins with the first step.

If you set a goal, it is possible that you might run into some obstacles. In playing football, your goal is to make a touchdown. The players on the other team who are trying to prevent your touchdown becomes obstacles. Can you think of an obstacle which has gotten in the way of a goal you were trying to reach?" (Elicit responses.)

ACTIVITY:

Guide students through completion of the "Goals Accomplishment" worksheet. Suggest students choose goals within the school setting. They may choose a goal from their "School Survey" worksheet. When worksheets are completed ask for volunteers to share their goal.

CLOSURE:

"Was the goal you selected realistic (possible)? Have you set a time limit for your goal? How do you think you will feel when you have achieved it?

SUMMARY:

"Setting goals and finding some first steps are important if we are to bring about positive changes in our lives. How we think and talk about our first steps and the things we want to do can affect how things turn out. Being positive is a valuable part of having a happier life."

ASSIGNMENT:

"Use the goal that you have selected and decide this week to take the first step in meeting that goal."

## GOAL ACCOMPLISHMENT

The goal I would like to reach is _____

_____

I will work on the goal (length of time) _____

_____

The obstacles which might get in my way are _____

_____

If I get stuck or need help, I will _____

_____

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): 4

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.

Session 1: Choice Making
PURPOSE: Students will be able to identify choices they make and choices made for them.
Materials used (filmstrips, films, kits, etc.) Chalkboard

Session 2: Three Little Pigs
PURPOSE: Students will be able to identify the consequences of good and poor choices.
Materials used (filmstrips, films, kits, etc.) "Three Little Pigs" (obtain story from library)

Session 3: Toy Trot
PURPOSE: Students will demonstrate decision-making skills while playing a game.
Materials used (filmstrips, films, kits, etc.) "Toy Trot" game sheets for each student; scissors.

Session 4: Magic Wheel
PURPOSE: Students will demonstrate ability to rank order alternatives.
Materials used (filmstrips, films, kits, etc.) Set of 4 cards (pictures or words, i.e., T.V., Play, Eat-A-Snack, Help Mother)

Session 5: Decision Making Story
PURPOSE: Students will demonstrate decision-making skills.
Materials used (filmstrips, films, kits, etc.) Pictures with stories, red and green cards of construction paper, assessment stories for red and green crayons.

Session 6: The Puppy Problem
PURPOSE: Students will demonstrate decision-making skills involving conflict resolution.
Materials used (filmstrips, films, kits, etc.) Story - "The Puppy Problem"; drawing materials.

UNIT: 4

SESSION: 1

PURPOSE:

Students will be able to identify choices they make and choices made for them.

MATERIALS:

Chalkboard

INTRODUCTION:

Begin by saying, "Everyday we decide many things. Making decisions means making choices. For instance, this morning I could have had cereal or eggs. I chose to eat cereal. That was making a decision. Today we are going to talk about some choices you make and other people who make choices for you.

ACTIVITY:

Put the words (or pictures) Mother, Father, Me, Teacher and Friends on the board.

Ask the students who decides:

What you wear to school
What you have for breakfast
With whom you play
Whether or not you should do your homework
What TV program you watch
When you do your homework
What you should do for homework
What your favorite food is
What game you should play with your friend
What you should do when there is no one to play with
What your jobs at home are
How you will spend a dollar

Ask the children after each one, "Could anyone else make this decision?"

CLOSURE:

"What have you learned about yourself today? Do you make choices? Do you think you could make more choices for yourself? Are there some choices you cannot make for yourself?"

SUMMARY:

"All of us are decision-makers. In our next few lessons we will be talking about how to be <u>good</u> decision-makers."

ASSIGNMENT:

"Talk with your parents about the possible choices you could make at home."

UNIT: 4

SESSION: 2

PURPOSE:

Students will be able to identify the consequences of good and poor choices.

MATERIALS:

"Three Little Pigs" (obtain story from library)

INTRODUCTION:

Begin by saying, "Today we are going to hear a very familiar story. One I believe you will all enjoy. As you listen to the story, think about the choices made by the three pigs and what happened because of their choices. Our story is the 'Three Little Pigs'."

ACTIVITY:

Read the story to the students. Discuss the choices made by the pigs and elicit from the students other choices the pigs could have made. Discuss the reasons for their choices. Emphasis the need for thoughtful planning and wise use of time in good problem-solving.

CLOSURE:

"Which pig made a wise decision? How do you know? What happened to the pigs who made poor choices? What are some new ideas you have learned about making decisions (choices)? Who can tell us about a good decision you have made today?"

SUMMARY:

"We've learned today that sometimes we make poor choices like the pigs who built their houses of straw and wood. It takes good planning and thought to make a wise decision."

ASSIGNMENT:

"You might like to ask our Media Specialist for other good stories about making choices."

UNIT: 4

SESSION: 3

PURPOSE:

Students will demonstrate decision-making skills while playing a game.

MATERIALS:

"Toy Trot" game sheets for each student and scissors.

INTRODUCTION:

Begin by saying, "Everyday we decide what to do. Deciding is making choices. Shall I choose to do this? What will happen if I choose that? Which do I want to happen? Today we will play a game in which you will need to make some decisions."

ACTIVITY:

Distribute game sheets. "On the dotted line, cut out the block containing your pony. Choose a pony to trot you to your choice. Put him in the stable. At the top of your game sheet, you will see some toys. Each player takes a turn. Guide your pony to the toy you want. However, your pony must stop every time you come to an X. Then it is someone else's turn. The first pony to the toy wins the game." Give students time to complete the game.

CLOSURE:

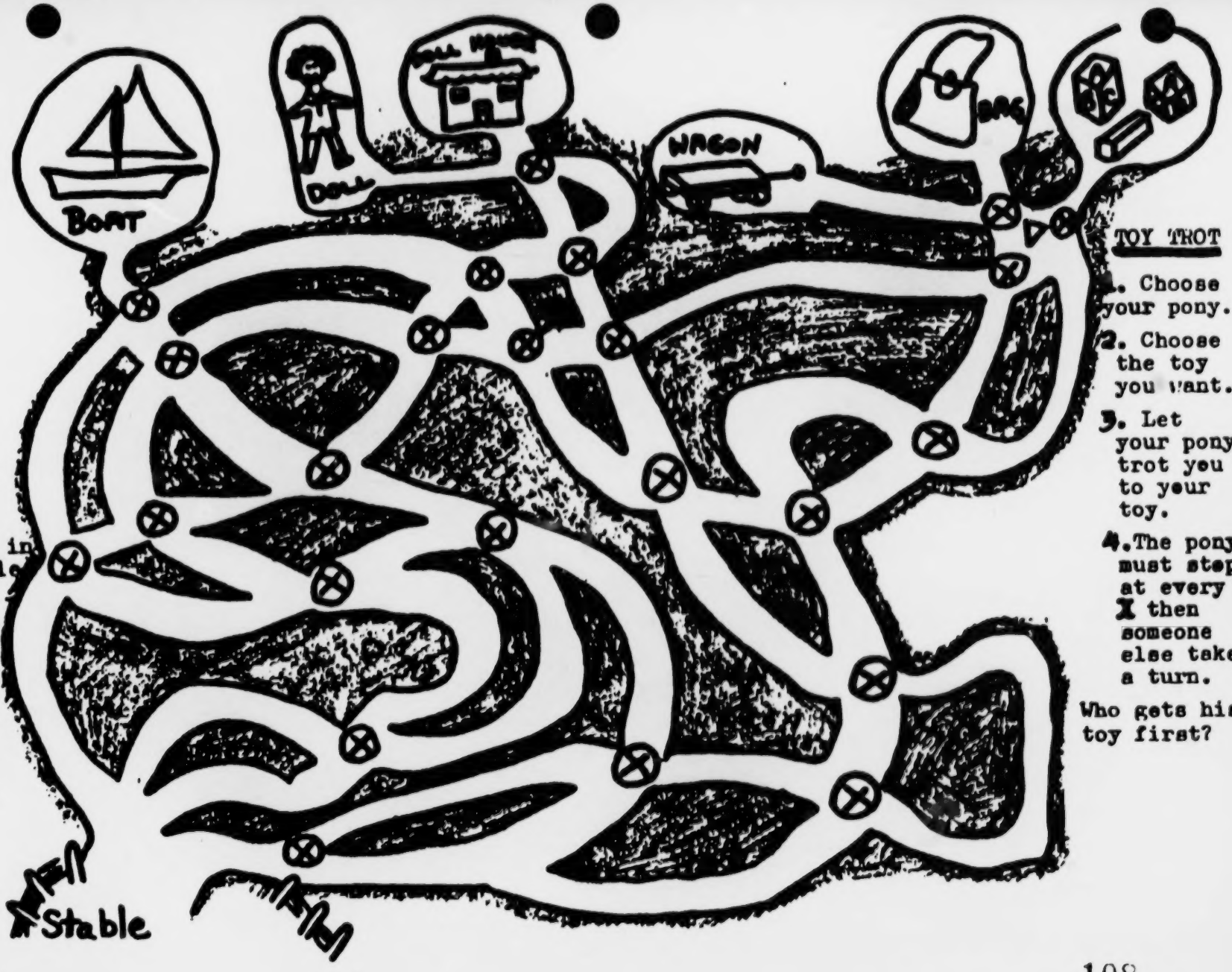
"What kind of a choice did you have to make when you came to the X's? Was it easy to choose which to go? What helped you decide?"

SUMMARY:

"We have learned that making good decisions requires planning and thinking. Your success in playing this game was probably determined by how well you planned your moves. I hope that each of you is becoming more successful in making decisions."

ASSIGNMENT:

"You may take your game board home and play the game with someone in your family."




Cut out your ponies. Put them in the stable.

## TOY TROT

1. Choose your pony.
2. Choose the toy you want.
3. Let your pony trot you to your toy.
4. The pony must stop at every X then someone else takes a turn.

Who gets his toy first?

UNIT: 4

SESSION: 4

PURPOSE:

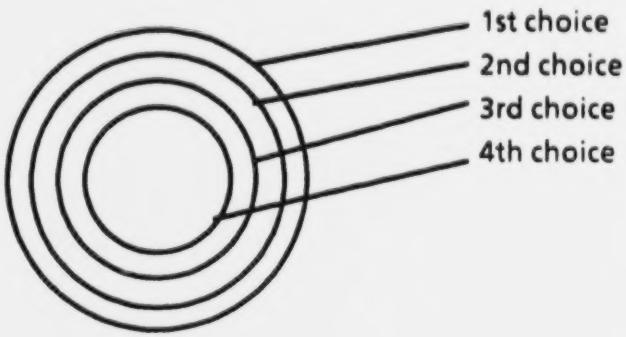
Students will demonstrate ability to rank order alternatives.

MATERIALS:

A set of four cards for each student representing each alternative. Upper grades can use word cards, students in lower grades can use picture cards (T.V., Play, Eat a Snack, Help Mother).

A wheel consisting of concentric circles which represent all four alternatives.

MAGIC WHEEL




INTRODUCTION:

Begin by saying, "Today we are going to play a game in which we are to think about the many choices we have to make when we are asked a question. For example, when you go to buy an ice cream cone you have many choices. Let's say I have three choices (chocolate, vanilla and strawberry). If my first choice is chocolate it would go here (demonstrate) on the outside part of the wheel. If my second choice were vanilla it would go on the second ring. Now how abut my third choice, what would that be and where would it go?"

ACTIVITY:

"Now each of you will have four cards (T.V., Play, Eat a Snack, Help Mother). I will ask you a question and I want you to put your four cards down on the wheel just like the ice cream choices. The question is what will you do first when you get home from school?" (Have students rank order their selections at this time.) When the activity is completed discuss with the students the reasons for their selections.

After the children have heard each other's answers, have each of them take up their set of four cards and rank them again to see if the order changes. Have those who changed the orders of their cards talk about why they changed. Some ideas that may be brought out are: Different people have different interests, listening to

someone else's ideas helps you to think about yours, some of us made the same choice, but for different reasons, different families have different rules.

CLOSURE:

"What do you notice about your choices? Where any of your choices like someone else's? Different? Have the students (or the counselor) describe a choice/problem they have had and identify alternatives. Uses the Magic Wheel to rank the alternatives (e.g., Somebody accidentally trips you)."

SUMMARY:

"Many times when we have a problem, there can be several choices we can make to help solve the problem. We have learned that by putting our choices in order we can find the best solution for each of us."

ASSIGNMENT:

"Use this method to help you make decisions during the coming week."

UNIT: 4

SESSION: 5

PURPOSE:

Students will demonstrate decision-making skills.

MATERIALS:

Pictures with stories, set of red and green cards made of construction paper for each student, assessment stories for red and green, crayons.

INTRODUCTION:

Begin by saying, "Among the choices we make everyday, some are simple and others are more difficult. For example, choosing between vanilla or strawberry ice cream is not hard, but choosing between going to a friend's birthday party or going on a family picnic may be harder. We will be playing a choosing game and will use red and green cards to show your choices."

ACTIVITY:

Pass out a red and green card to each child and ask each child to keep his/her two cards in his/her lap. Explain that the green card will be held up for agreement (go), and the red card for disagreement (stop). Tell the students they are to listen carefully to each story and then look at each picture. Observe the students' responses and ask different students to volunteer explanations for their opposing choices.

Pass out assessment sheets. Read the story for each picture and ask the children to mark their pictures with red or green crayon. Each item should be evaluated after the marking in order to provide immediate feedback. Children should be encouraged to explain the reasons for their choices.

CLOSURE:

"Which story was easiest for you to make a decision? Most difficult?" Share a problem of their own about which they would like to make a decision (if time allows).

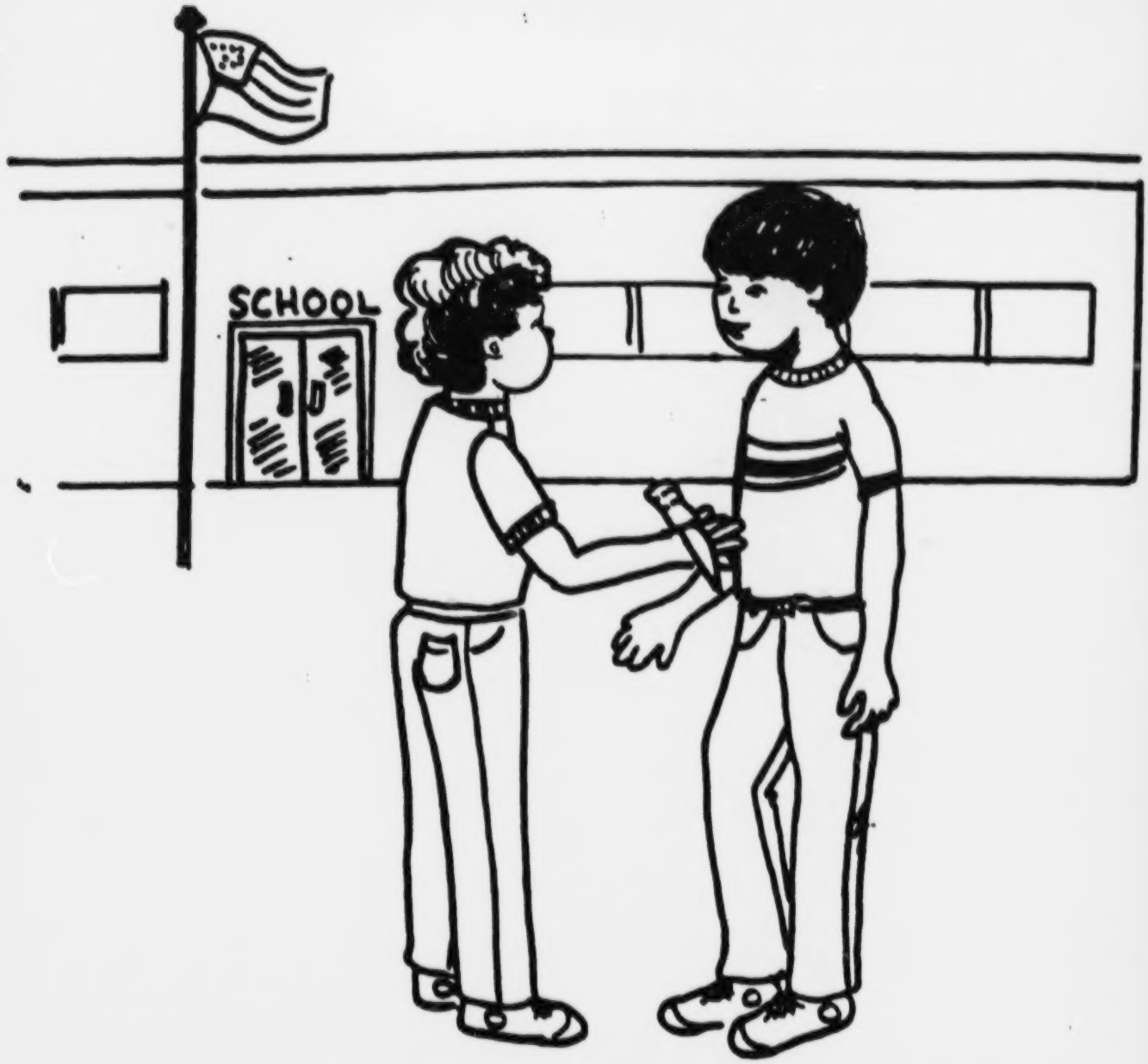
SUMMARY:

"By now, we have learned that good decision making includes careful planning and thinking about possible outcomes for the choices we make."

ASSIGNMENT:

"Take your pictures home and talk with your family about the decisions you have made."

David's older brother, Paul, has a new Cub Scout knife. It has several blades and a bottle opener. At home, Paul lets David look at it and hold it whenever he wishes. David tells his best friend, Fred, about the knife. Fred says, "I don't believe your brother has a knife like that and anyway, he wouldn't let you hold it." "He does, too," said David, "I'll bring it to school and prove it to you!" The next morning David looks at the knife. He knows that knives are not allowed at school and Paul only lets him hold it at home. He thinks that he might be able to keep it in his pocket and show it to Fred on the way to the bus. David is not sure what to do. The picture shows What David did. If you agree with David's choice, hold up your green card - if you don't agree, hold up your red card.

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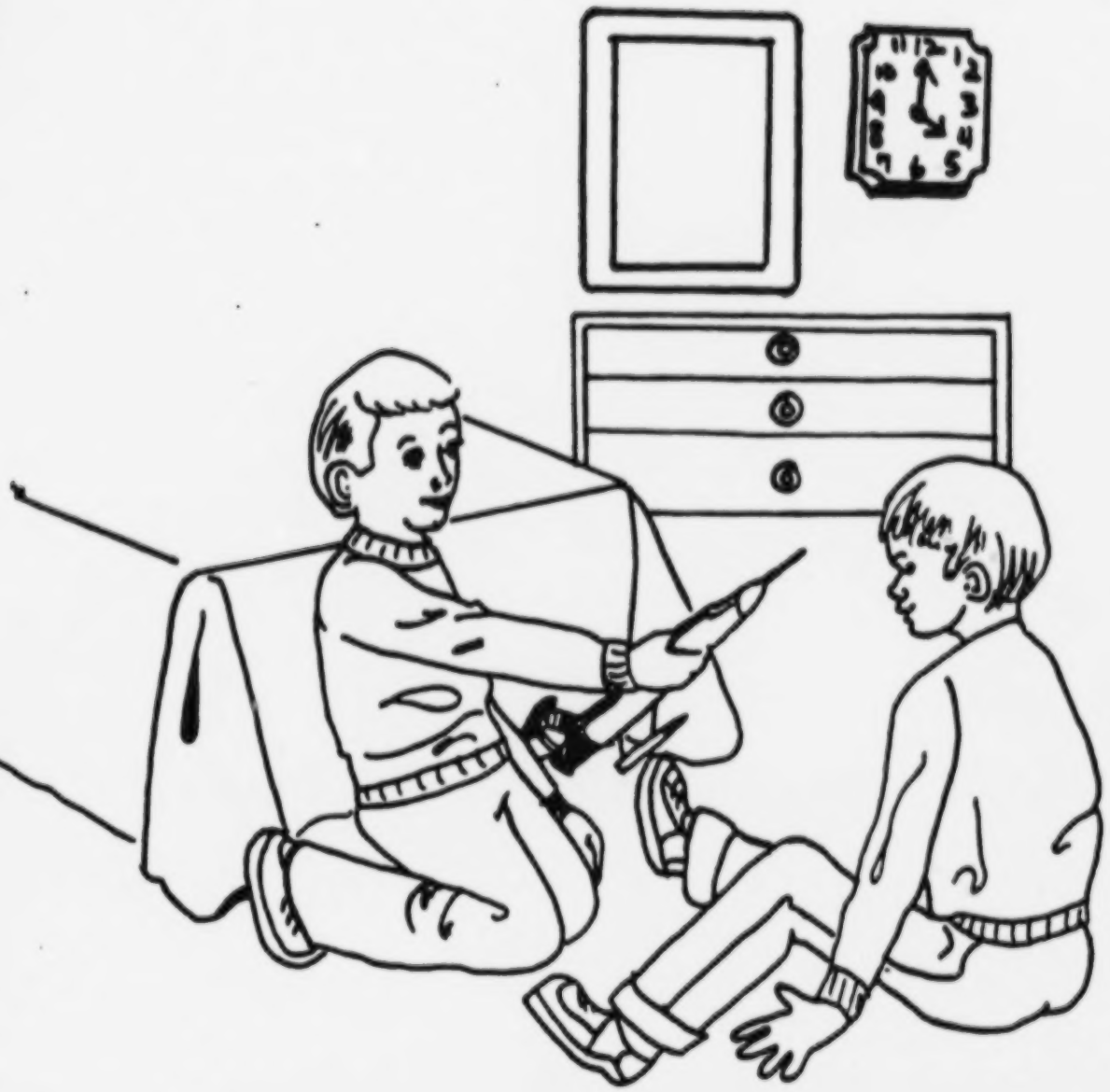
It's summertime. Jim is going on a trip with his parents. They must leave for the airport at 4:30. While his parents are getting ready, Jim goes out to play. Mother says to be home by 4:00. At 10 minutes to 4, Jim's friend comes by to tell him that he brought Him a present from Disney World and he urges Jim to come to his house to get it right away. Jim wants to go but he remembers what Mother said about leaving for the airport. Jim has to make a choice - this picture shows what Jim did. If you agree with the choice Jim made - hold up your green card, if you don't agree with the choice Jim made - hold up your red card.



It's summertime. Jim is going on a trip with his parents. They must leave for the airport at 4:30. While his parents are getting ready, Jim goes out to play. Mother says to be home by 4:00. At 10 minutes to 4, Jim's friend comes by to tell him that he brought Jim a present from Disney World and he urges Jim to come to his house to get it right away. Jim wants to go but he remembers what Mother said about leaving for the airport. Jim has to make a choice - this picture shows what Jim did. If you agree with the choice Jim made - hold up your green card, if you don't agree with the choice Jim made - hold up your red card.

## ASSESSMENT STORIES FOR RED AND GREEN

1. Amy and her younger sister woke up late and were hurrying to make the school bus on time. Amy's friend stopped by to walk to the bus with her and she had to make a choice: to leave with her friends or to help her sister get dressed so that her sister wouldn't miss the bus. Amy chose to help her sister - if you think Amy made a good choice, but a green X on the picture - put a red X on the picture if you don't agree.

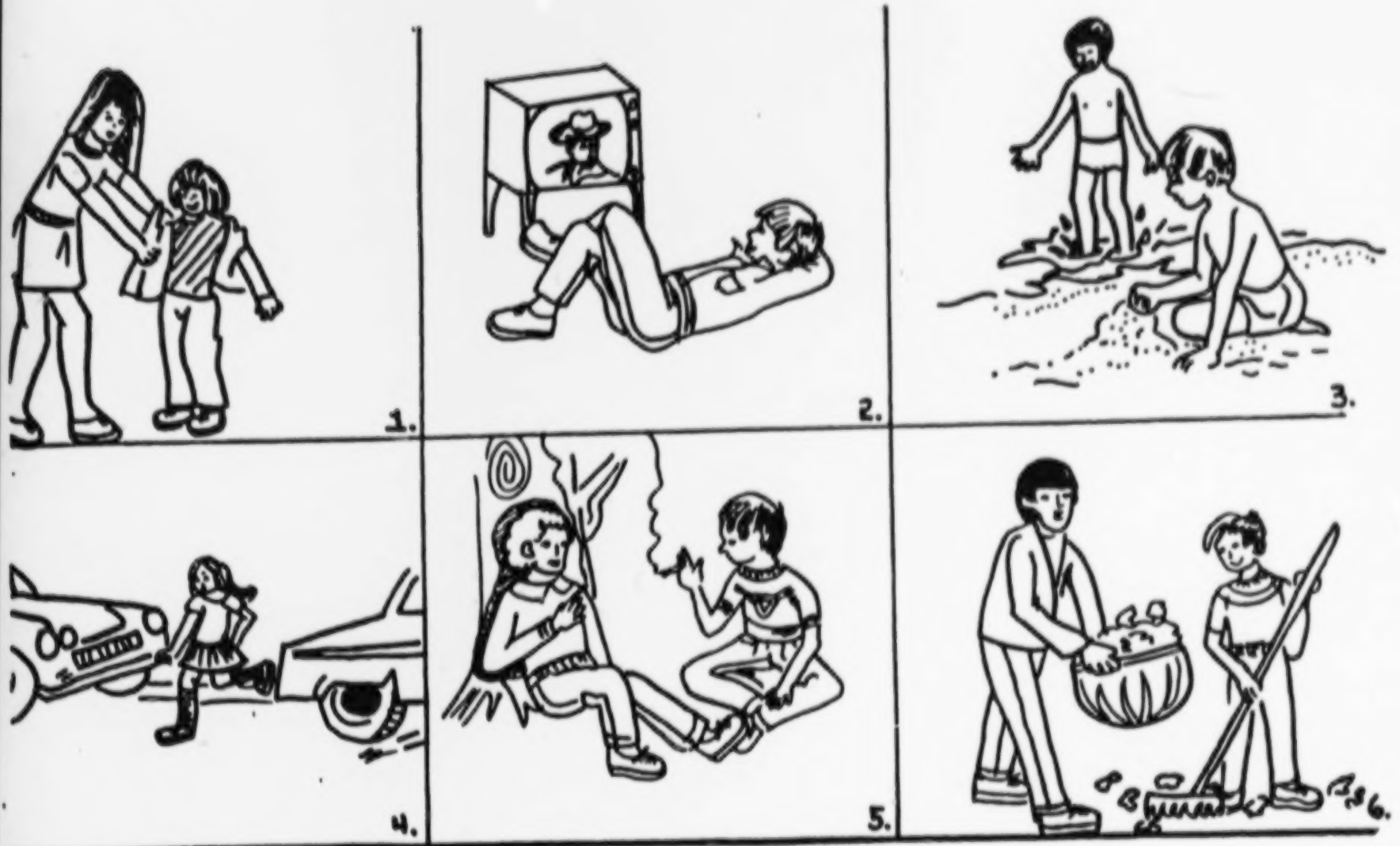
2. Jim and Mark were watching cartoons on Saturday morning. Jim wanted to watch the Flintstones and Mark wanted to watch the Harlem Globetrotters and they were on at the same time. The boys argued and mother said, "Stop fussing or turn off the T.V." Jim's program, the Flintstones, came on and Mark was upset. He wondered if he should stay and try to change the channel to see his show or go out to play ball with his friends. Mark chose to go out with his friends. If you agree with Mark's choice, put a green X on picture #2 for "go" - if you do not agree, put a red X on the picture for "stop."

3. Fred invited Alex to go to the beach on Saturday and the boys were looking forward to a fun day together. Then Alex was invited to a birthday party where the children were to be taken to Pirate's World on Saturday. Alex had to make a choice between going to the beach with Fred, as he had told Fred he would, or going to Pirate's World. He chose to go to the beach with Fred - put a green X for "go" if you agree with Alex's choice - put a red X for "stop," if you do not agree.

4. Jane was walking her dog. The dog ran across the street and Jane was afraid he would be hurt. She looked up the street, didn't see a car and ran into the street from between two parked cars. If you agree with Jane's choice, put a green X for "go" on the picture - if you do not agree with her choice, put a red X for "stop" on the picture.

5. Frank saw some older boys smoking. The boys called Frank over to them and told him that they would take him into their club. All he had to do was smoke one cigarette to join. Frank had told his parents he would never smoke, but he wanted to join the club very much. Frank made a choice - he smoked a cigarette with them. Put a green X for "go" on the picture if you agree with Frank's choice. Put a red X for "stop" if you do not agree with his choice.

6. John promised his father that he would help him clean up the yard before a family cookout. John's friends came by and needed him to pitch for the ball team at the same time. John had to make a choice. He helped his father in the yard. Put a green X for "go" on the picture if you agree with his choice - put a red X for "stop" if you do not agree with his choice.



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UNIT: 4

SESSION: 6

PURPOSE:

Students will demonstrate decision-making skills involving conflict resolution.

MATERIALS:

Story "The Puppy Problem," drawing materials.

INTRODUCTION:

Begin by saying, "Today we will be discussing your responsibility for your choices and actions. Listen carefully while I read a story and think about how the children might solve their problem over the puppy."

ACTIVITY:

Read the story, "The Puppy Problem" aloud to the class. Have the students state the conflict and possible alternatives. Tell them there is no right or wrong ending, but that their endings should be non-violent. If time permits, ask the students to draw pictures of their alternative endings.

CLOSURE:

"What are some of your ideas for solving the problem? Why? (List responses on the chalkboard.) Of the ideas we have listed on the chalkboard, which ideas would be acceptable to both children?" (Elicit responses)

SUMMARY:

"When people disagree, it is a good time to use your decision-making skills. Remember there may not be a right or wrong choice, but one that is acceptable for both sides."

ASSIGNMENT:

"The next time you disagree with someone, see if you can use your decision-making skills to find an acceptable solution."

## THE PUPPY PROBLEM

Ned was on his way home from school one day when he heard a sound behind him. When he turned to look, he saw a little puppy, with floppy ears and big feet. The puppy seemed to be following Ned. It grinned and wagged its tail when Ned picked it up.

Ned's Mom liked the puppy and wanted to keep it, too, but she told Ned he'd have to ask everyone in the neighborhood if the puppy belonged to them before he could it. Ned went to all the houses, but no one had ever seen the puppy. So Ned took the puppy home and built a little bed for him right next to his own bed.

For two weeks Ned and the puppy were great friends, running and playing tag and hide 'n' seek together. Ned was very happy because he'd always wanted a dog of his own. The puppy was happy because he loved Ned. He had plenty of food to eat and his own bed at night.

One day Ned put the leash on his puppy and took him to the park. They were merrily running through the park when a little girl about Ned's age came running up to him. "Wow! That's my puppy. You've found my puppy. I lost him when we moved here two weeks ago. I've been so sad without him." Just then the puppy jumped happily up against the little girl. She grabbed the leash and tried to pull it out of Ned's hands. Then the puppy jumped happily up against Ned and Ned tried to pull the leash away from the little girl. They both kept pulling frantically on the leash trying to take the puppy away from each other. The puppy seemed to like them both very much.

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Intermediate GOAL(S): 4 (Decision-Making)

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit.
Session 1: Rank Order Cards
PURPOSE: Students will demonstrate the ability to choose between given alternatives and explain reasons for their choices.
Materials used (filmstrips, films, kits, etc.) _____

Session 2: Decision Webbing
PURPOSE: Students will identify alternatives and consequences related to a given problem.
Materials used (filmstrips, films, kits, etc.) Chalkboard

Session 3: Climbing a Decision Tree
PURPOSE: Students will demonstrate the use of a decision-making model.

Materials used (filmstrips, films, kits, etc.) Make transparencies of "Decision Tree Sir Lottalance and the Dragon" and "Decision Tree Staying After School", Decision Tree worksheet (for each student or group, Decision-Making Situations
Session 4: Continued from Session 3
PURPOSE: _____

Materials used (filmstrips, films, kits, etc.) _____

Session 5: Decision Makers
PURPOSE: Student will identify the type of decision-maker he/she is.

Materials used (filmstrips, films, kits, etc.) "Decision Makers" worksheet

Session 6: Disney Dilemma
PURPOSE: Students will identify factors which influence a decision-making process.
Materials used (filmstrips, films, kits, etc.) "Disney Dilemma" instructions, "Disney World Price List" for each child.



3GUID143

UNIT: 4

SESSION: 1

PURPOSE:

Students will demonstrate the ability to choose between given alternatives and explain reasons for their choices.

MATERIALS:

Riddles, cut and paste decision rank order situations on 3x5 index cards.

INTRODUCTION:

Begin by saying, "We are all decision makers. We make decisions everyday. It might be what we wear to school, what we eat for breakfast or who will be a friend. For every problem we encounter there is usually more than one alternative or solution. I have two riddles to share with you. One is on problems and the other on decisions. See if you can identify which is which." (Read and discuss the riddles.)

ACTIVITY:

"Now that we've had fun identifying problems and decisions, we're going to look at some situations that will require you to make a choice from some alternatives." Students will select a decision rank order card, choose an alternative and explain reasons for their choice.

CLOSURE:

"What is a decision? What is an alternative? What concerns affected the alternatives you chose? (e.g., beliefs, peer pressure, family background, etc.) What are some other alternatives to these problems that were not listed?

SUMMARY:

"Today you were given a limited number of alternatives from which to choose. Remember, that in everyday problems there may be many more alternatives. Making good decisions requires thoughtful consideration of alternatives."

ASSIGNMENT:

"During the next week, think about the decisions you have to make and the alternatives you considered."

POEMS: (one on decisions and one on problems)

Everyone Makes Them

I make them. You make them.
Some are easy. Some are hard.
But we each have some that are
different from those of others.

We can't see, hear, taste or touch
them, but they have something to do
with the way we behave. We can
accept them. We can add new ones.
We may also choose to live with some.
What are they?

Everyone Has Them

I've got them. You've got them.
Some are easy. Some are hard.
But we each have some that are
different from those of others.

We can't see, hear, taste or touch
them, but they have something to do
with the way we behave. We can
change them or solve them. We can
add new ones. We may also choose
to live with some. What are they?

Rank Order Cards — Copy each situation on a 3 x 5 index card. Student will pick a card, and rank order his choices.

You have spent a great deal of time picking out a gift for a friend. You give it to him personally. What would you rather have him/her do if he/she doesn't like the gift?

_____ keep the gift and thank you politely
_____ tell you he doesn't like it
_____ return the gift to the store without telling you

What would you least like to do?

_____ listen to a Beethoven concert
_____ watch a high school debate team
_____ watch a Shakespeare play

Which is most important in a friendship?

_____ loyalty
_____ generosity
_____ honest

Whom would you prefer to marry?

_____ a rich person
_____ a happy person
_____ a famous person

What should an allowance be used for?

_____ spending on whatever you want at the moment
_____ saving for something you want
_____ buying presents for others

If you were president, which would you give the priority?

_____ space program
_____ poverty program
_____ environment pollution program

Which chore would you rather do?

_____ wash dishes
_____ dust the furniture
_____ take out the garbage

Your friend has written a paper which you think is terrible. If he asks for your opinion, what would you tell him?

_____ the whole truth
_____ as much as you think he can stand
_____ what he wants to hear

If you needed help in your studies, whom would you go to for help?

_____ a friend
_____ a teacher
_____ a parent

Rank Order Cards (Continued)

Which do you like least?
_____ a classmate who plays practical jokes
_____ a classmate who always tattles
_____ a classmate who gossips about people

Which would be your job preference?
_____ hard and dirty work at $80 per week
_____ clean and easy work at $40 per week
_____ dirty but easy work at $60 per week

Pretend you are married and have your own family. Your mother has died and your father is old. What would you do?
_____ invite him to live in your home
_____ place him in a home for the aged
_____ get him an apartment for himself

What would you do if someone hit you?
_____ tell the teacher
_____ hit him/her back
_____ walk away

As a small child, which did you like least?
_____ recess
_____ show and tell
_____ storytime

What would you be most likely to do about a person who has bad breath?
_____ directly tell him or her
_____ send an anonymous note
_____ nothing

If you had bad breath, which would you like someone to do?
_____ directly tell you
_____ send an anonymous note
_____ nothing

Which do you least like to do?
_____ get up in the morning
_____ go to bed at night
_____ keep your room neat

If you could be another person, whom would you be?
_____ president of the U.S.
_____ top athlete in the country
_____ most popular movie star in the country

Which would you most like to have?
_____ one best friend
_____ many friends
_____ two or three good friends

Rank Order Cards (Continued)

Which would you least like to do?
_____ move to a new school
_____ lose your wallet
_____ break your leg

How do you have the most fun?
_____ alone
_____ with a large group
_____ with a new friend

Which would you most like to do?
_____ become a jet fighter
_____ become an astronaut
_____ become a surgeon

Which of these would you want most as a neighbor?
_____ a teacher
_____ a circus clown
_____ a dentist

What would you do if you saw your best friend steal some candy from a store?
_____ report him or her
_____ pretend I didn't see
_____ ask him or her to share it with me

Which would you like to do most?
_____ learn to fly an airplane
_____ learn to drive a car
_____ learn to ride a motorcycle

Where would you rather live?
_____ on a farm
_____ in the suburbs
_____ in the inner city

Which would you rather do?
_____ play in the snow
_____ swim in a pool
_____ swim in the ocean

Which do you like best in school?
_____ art
_____ music
_____ gym

Which would you rather your sister give you for your birthday?
_____ a $5 gift that she picked out
_____ $5 to buy yourself something
_____ something she made for you

Rank Order Cards (Continued)

Which is the most serious problem in the United States today?

_____ crime
_____ poverty
_____ inflation

Where would you seek help in a strange city?

_____ a church
_____ a police station
_____ a college campus

Which do you like best?

_____ winter in the mountains
_____ summer by the sea
_____ autumn in the country

If you were a parent, how late would you let your 14 year old child stay out?

_____ 10 P.M.
_____ 12 P.M.
_____ It's up to him/her

UNIT: 4

SESSION: 2

PURPOSE:

Students will identify alternatives and consequences related to a given problem.

MATERIALS:

Chalkboard

INTRODUCTION:

Begin by saying, "Today we are going to be working with some words that will be important in our following discussions." They are:

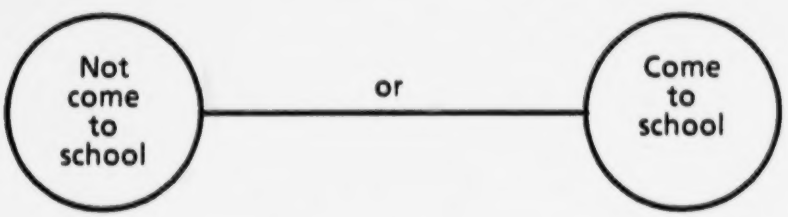
Problem
Alternatives
Consequences
Decision

(Lead a discussion regarding the meaning of these words.)

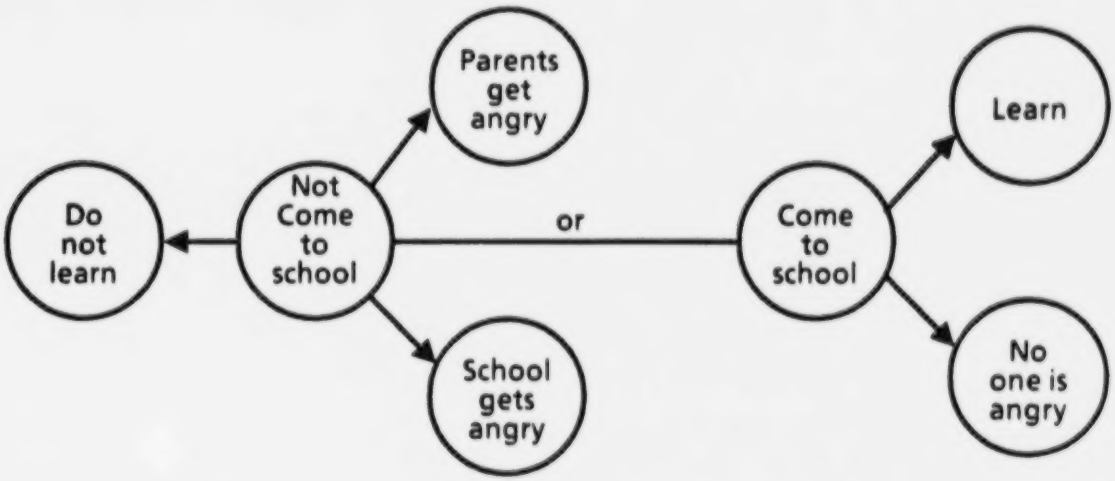
"Let's brainstorm about some of the decisions you make in your everyday life." (Elicit responses on board.) The purpose of this activity is for the students to realize they have some control over their lives and are responsible for their actions.

ACTIVITY:

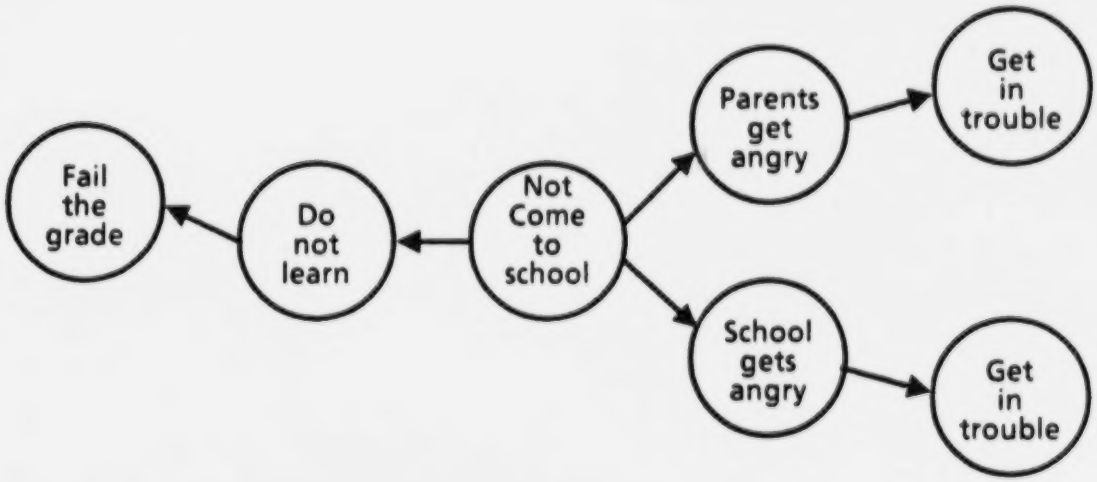
On the blackboard or paper draw two circles connected by a line. On the line write the word "or." In each circle write an alternative for the decision to be made.



Next, explore the results of each alternative. Place these results in connecting circles around the original circle.




Take each result and continue to chart further possibilities until an end is reached.




When the chart is completed, have the children tell which alternative would be best for them and why. Bring out the concept that the child makes the choice and is therefore responsible for the outcome.

**CLOSURE:**

"What do you notice about the circles we've drawn on the blackboard? Could we have expanded the circles? How does this activity illustrate the way consequences affect our choice of alternatives?"

SUMMARY:

"We have seen that when we have a problem, there are many alternatives to that problem and that each alternative will have a consequence."

ASSIGNMENT:

"During the next week, be aware of a decision you make about a problem and the consequences that follow."

UNIT: 4

SESSION: 3 and 4

PURPOSE:

Students will demonstrate the use of a decision-making model.

MATERIALS:

Overhead transparencies of "Decision Tree Sir Lottalance and the Dragon" and "Decision Tree Staying After School", "Decision Tree Worksheet" (for each student) Decision-making situations.

INTRODUCTION:

Begin by saying, "How many of you notice that you make a decision when you climb a tree or a wall? Do you plan your attack by looking over the obstacle for alternative routes? Do you see the consequences of a weak branch or a sharp point? Today we are going to use our ability to see alternatives and consequences when an occasion for a decision arises. You are going to help Sir Lottalance make a decision about fighting Dingbat the Dragon."

ACTIVITY:

Follow directions on the following page for using transparencies "Sir Lottalance and the Dragon" and "Staying After School." Upon completion of this portion of the activity with the students, the remaining portion of the activity may be done individually or in small groups. Distribute "Decision-Making Tree" worksheet to each student or group. Use the decision-making situations for students to complete the model by identifying the problem, alternatives and positive and negative consequences. Completion of these activities may take more than one session.

CLOSURE:

"How can a decision tree be useful in making a decision? What are the steps in the model?"

SUMMARY:

"Making a decision can be a complicated process. Having a visual model, the tree, with steps to follow can help us in clarifying our thinking."

ASSIGNMENT:

"Share the model with your family and, if possible, use it to solve a problem you might encounter during the coming week."

Cover the transparency "Sir Lottalance and the Dragon" with two strips of paper so that it will not project when you turn on the lamp in the overhead projector. This transparency is to be uncovered by the paper a step at a time. In this way students may discover their familiarity with the parts of a decision tree through successful climbing. Advise the students they are to put themselves in the place of the knight, Sir Lottalance. Then relate the following scenario:

Sir Lottalance was riding along, minding his own business, when he came upon some townspeople. The people were sad. they were sad because the terrible dragon, Dingbat the Dimwitted, had lumbered out of his cave and carried off the next in line to the throne. The ruler had offered a huge reward for anyone who could destroy the dragon. The first knight to try had been barbequed by Dingbat's breath. The second knight to try had tripped over his own sword and become dragon dessert. Sir Lottalance could hear the brave captive smacking the dragon and calling him nasty names. He could hear Dingbat's stomach rumbling as the dragon waited for another tasty meal of fried knight. Sir Lottalance was the sharpest knight around, but he was tired and Dingbat was hungry. What could he do?

Raise the papers on the transparency so that the sign "Occasion for Decision" portraying Dingbat the Dragon and the trunk of the tree is exposed to view. Advise the students that in order to climb the tree, they will have to think of Sir Lottalance's alternatives. Ask them for alternatives. As they describe "fighting" or "fleeing" in their own words, raise the paper to expose the alternative branches on the tree. Provide positive reinforcement by congratulating them for doing such a good job of finding alternatives and climbing the decision tree.

Ask the students to climb higher into the branches of the tree to look at the consequences of Sir Lottalance's decision. Ask:

- What would be a bad or negative consequence of getting out of town fast for someone in the knight business?
- What would be a good or positive consequence of getting out of town fast?

As the students suggest ideas corresponding to "stay alive" and "be called Lottalance the Sissy," lift off the covering paper to expose first the negative, and then the positive consequences of "getting out of here fast." Again, congratulate your students for a good job of climbing, and remind them they still have an alternative branch to explore. Ask:

- What would be a bad or negative consequence of fighting Dingbat the Dragon?

Expose the negative consequences when they have made suggestions. Ask:

- What would be some good or positive consequences of fighting Dingbat the Dragon?

Unveil the total transparency and savor the student's sense of accomplishment.

Ask if the students would like to try climbing another decision tree. Use the "Decision Tree, Staying After School" example. This may be shown via overhead projector or the tree with empty signs may be traced on the chalkboard and spaces

filled in as you climb. If you use the transparency, cover it with paper and expose the picture after completing each step, as you did with Sir Lottalance. Advise your students they are to put themselves in the place of the students in the story "Staying after School." Remind them that the object of the exercise is to familiarize them with the parts of the Decision Tree so they can climb to the top in their own decisions.

Relate the following scenario. "You are very interested in getting home from school on time. Your friends are going on a trip which you have been looking forward to for weeks. However, the State or Province Health Department has arrived to give everyone hearing tests. The whole class looks like jet pilots with their earphones on. The health people have warned that there must be absolute quiet. If the class is disturbed, everyone will have to stay after school to finish the hearing test properly. This is terrible. Staying after school means missing the trip!

You look up. One seat ahead in the next aisle is Waldo. Waldo is about to disturb the class! Waldo is a terrible decision-maker. He acts first and is always surprised by the consequences. What can you do to avoid missing the trip!"

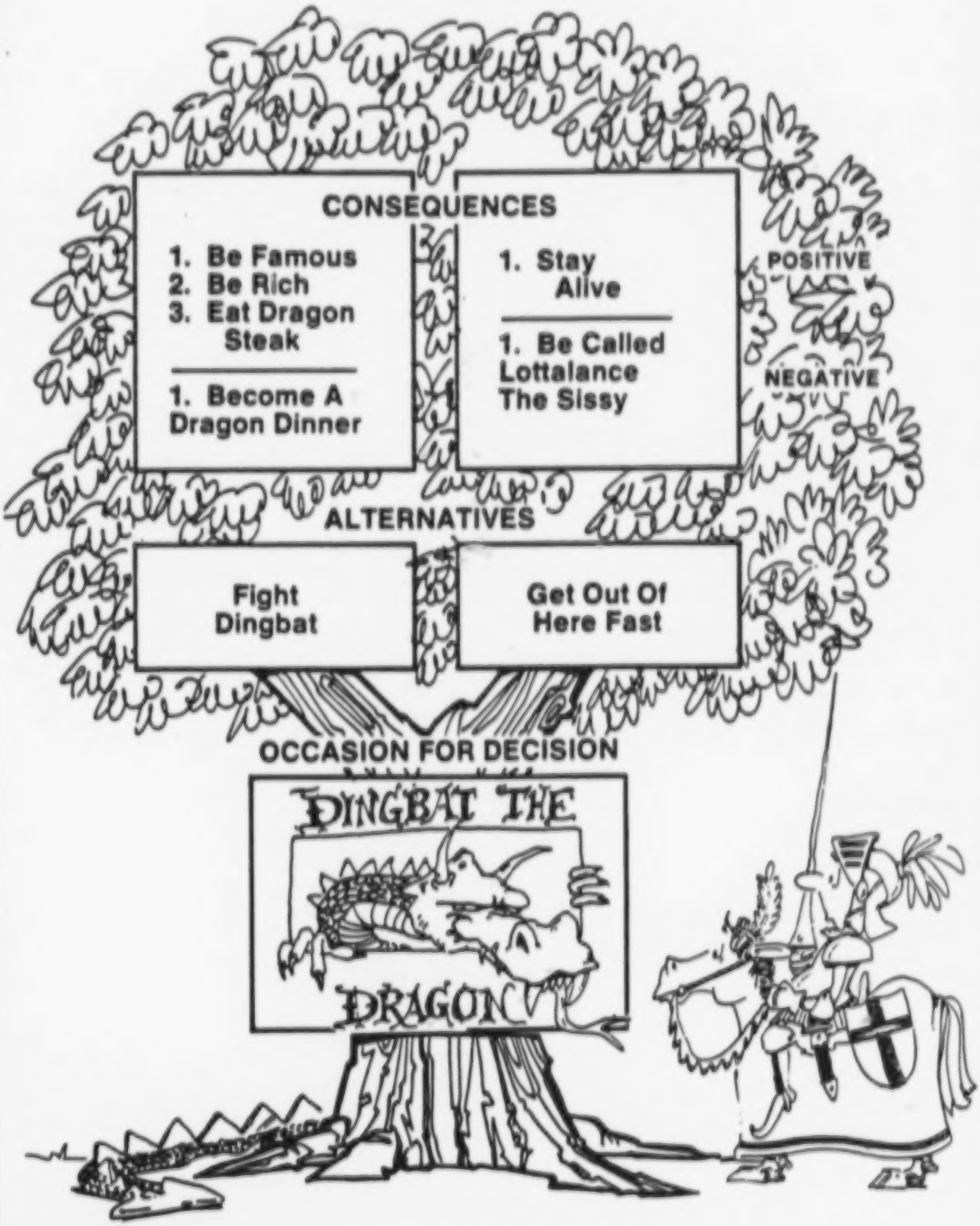
Raise the paper on the transparency so the occasion for decision sign is exposed or fill it in if using the chalkboard. As the students which alternatives could be used to climb the tree. Elicit the three that are illustrated. (There are used on the transparency to avoid overcomplicating decision-making while helping students think in terms of several alternatives.)

Ask the students to climb higher into the branches of the tree to look at the consequences of the alternatives they have suggested. Ask:

- What would be a good or positive consequence of telling the teacher on Waldo?
- What would be a bad or negative consequence of telling the teacher?
- What would be a negative consequence of doing nothing?
- What would be a negative consequence of stopping Waldo?
- What would be a positive consequence of stopping Waldo?

Weigh the consequences by discussing the alternatives in light of their consequences. Discuss how students, as well as adults, could use decision trees for school decisions.

## DECISION TREE
## SIR LOTTALANCE AND THE DRAGON



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## DECISION TREE
## STAYING AFTER SCHOOL

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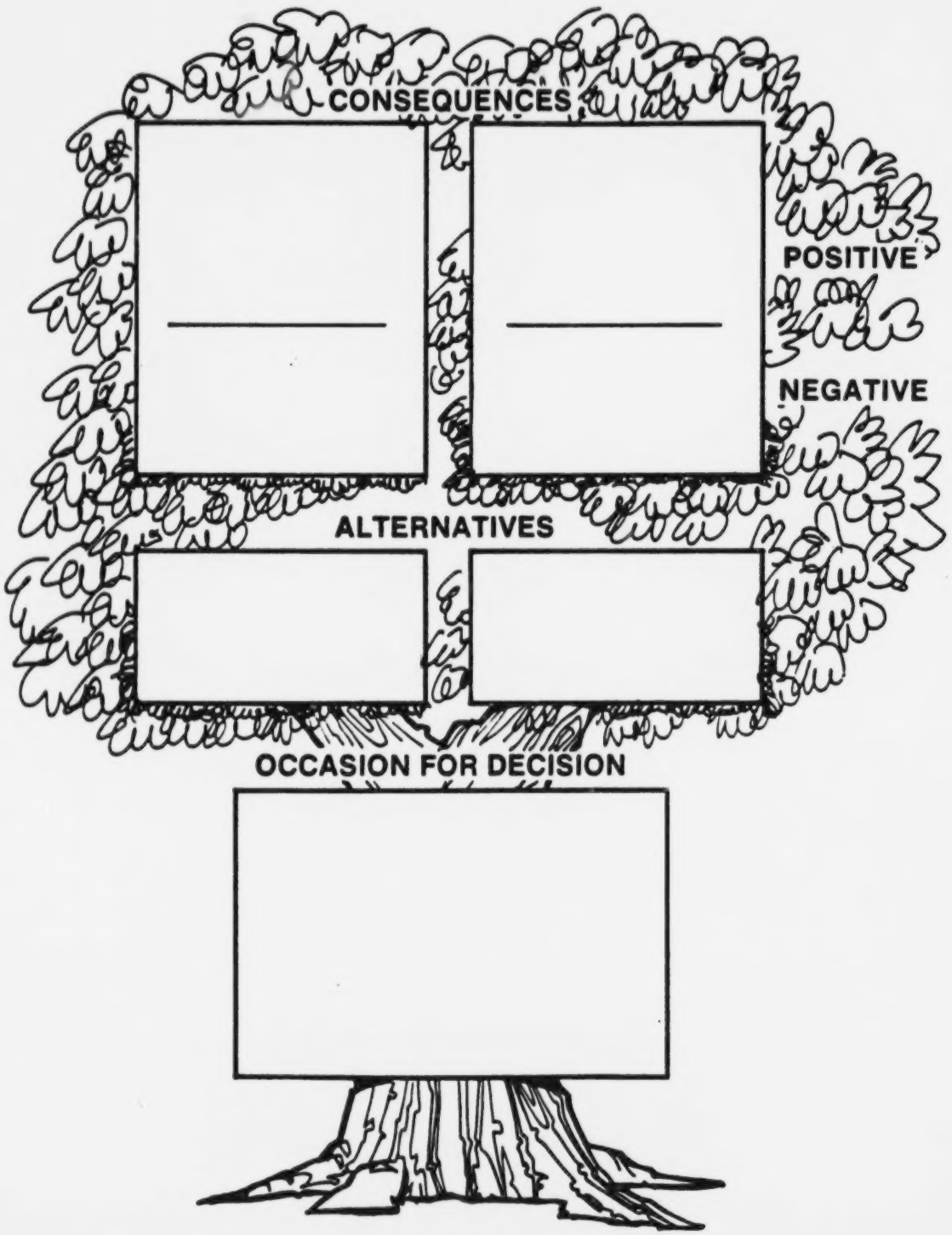
## DECISION TREE



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## DECISION-MAKING SITUATIONS

### Special Group

You are asked to join a special group in school that you have been wanting to join. In order to become an official member you have to go through an initiation.you are required to go into a department store and steal a record without being caught. It really is important to you to become a member of this group. What can you do? What are your choices? What are the consequences of these choices?

### Skip School

You are walking home for lunch with two of your friends. They decide to skip school for the afternoon. John's parents have gone away for the day so he wants you to go over to his house. What do you do? What choices do you have? What are the consequences?

### Party

You have been invited to a party by a group of your friends. Your parents OK the idea but add that if there is drinking of alcoholic beverages or cigarette smoking going on, they do not want you to be involved with that aspect of the party. You understand their concern and agree. At the party, cigarettes and drinks are offered. You begin to feel the peer pressure and you see that you may be heckled and left out of the group. What are your choices? What are the consequences of your choices?

### Copy Cat

You are having an important test. Everybody is busy completing the test. You see the person sitting behind you peeking at the answers of the person sitting beside you. This person is copying. What do you do?

### Picked On

One of the boys in an upper grade has been picking on you, teasing you, calling you names, and pushing you around. This happens every morning before school. What could you do? What choices do you have?

### Friends

Dave is a quiet person who does not have a lot of friends. Mike has been a leader in almost all activities at school. Bob and Bill are twins who live next door to Dave, and they have invited Mike to come over on a Saturday afternoon. Mike suggests that on Saturday they all walk to the park, hide in the bushes and smoke. Since Dave's parents own a grocery store, Mike suggests that Dave bring some cigarettes from his parents' store. Dave said, "I don't smoke." Mike said, "It's handy for you to get them. We'll be counting on you to get them for us." What are Dave's choices? What are the consequences?

Test

You will be taking a very important test in school at the end of the week, but find you will be out of town. You arrange to take the test early, before you go. A group of your friends want you to tell the questions and answers. What are your choices? What are the consequences?

The Shoplifter

You go shopping with your mother. While you are in the store you see someone take something off a store shelf, slip it into her pocket and look around to see if anyone is looking. You see that person shoplift. That person did not know you saw. Your mother sees nothing. What would you do?

The Lost Ring

Your older sister has a beautiful ring that you are dying to wear. You have asked her several times if you could wear it to school just once but she always says no. One day you decide to just take it from her jewelry box and wear it. She will never know you borrowed it. When you come home from school that day, you look down at your finger. The ring is gone? What would you do?

Temptation

You are visiting a neighbor friend's house and the parents are not at home. Your friend opens the refrigerator and takes out a can of beer and says, "Do you want some?" What do you do? Do you have choices? What are the consequences?

A First Friend

You just moved to a different town. You don't know anybody. On the first day of school one of your new classmates is very friendly to you. You are glad to have made a friend right away. Then a few days later you find out that most of the other students in your class don't like your new friend. You don't want all the others to dislike you. What would you do? What are your choices? What are the consequences?

Substitute Teacher

Joyce wanted to be included in a particular group at school and joined them at the stairs. Sally was saying, "Today we have a sub. Pass the word and let's have some fun." Joyce knew what they meant by having fun - giving the substitute a bad time - passing notes, making signs behind the sub's back, changing seats, etc. She remembered how the last substitute had run from the room crying. The bell rang and Sally asked, "Are you with us, Joyce? This is your chance." Joyce knew that she was expected to participate. There would be a lot of pressure. What could she do? What are the consequences?

Hitch-Hike

It is a Saturday afternoon. You are with a group of friends at the shopping center. They decide to hitch-hike home. You are the only one who hesitates and says maybe. What can you do? What are the consequences?

Cigarettes

You are with a group of friends in your bedroom and they start smoking cigarettes. They want you to join them. What are your choices? What are the consequences?

The Dope

The girl next door is in high school. She is rather quiet and doesn't seem to have many friends but she talks to you a lot. Today she says to you, "Hey, I've got some marijuana here. Want to try some of it?" What do you do? What are the consequences?

The Kitten

Coming home from school, Pam and Cindy find a kitten. Both girls want to take it home with them. What are their feelings? What could they do?

A Headache

You have a headache. Your mother went next door for a few minutes to visit the neighbor. You know exactly where the aspirin is kept because you've seen your mother and father take them. You can't read the label but you know what the aspirin bottle looks like. What could you do?

Swimming

Jan asks Carol to go swimming with her. Carol agrees to go, then calls her cousin and invites her to go along, without discussing it with Jan. What feelings would Jan have? What could she do?

The Stranger

You are walking home from school alone, and a car stops beside you. You do not know the man who is driving the car, but he smiles and asks you if you want a ride. He says he knows where you live because he has seen you playing in the neighborhood. He says, "Get in. I'll give you a ride." What could you do?

Money

You are playing on the playground during recess and you find a five dollar bill. You pick it up and put it into your pocket. When you return to your classroom, one of your classmates is crying because she lost a five dollar bill. The teacher asks the class if anyone has found it. What would you do?

New Student

There is a new student in your classroom who has been there about a week and still does not seem to be making any friends. You see the new student walking around alone every day at recess. You are playing with a group of friends and you see the new student standing there watching you and your friends. What do you do?

Spending the Money

Tomorrow is your father's birthday. You have been doing some chores around the house so you could earn enough money to buy him a tie. On the way to the store to buy your father's birthday present, you pass a store that's having a sale on transitor radios. You really want a transistor radio and you have just enough money to buy it. What do you do?

UNIT: 4

SESSION: 5

PURPOSE:

Students will identify the type of decision-maker he/she is.

MATERIALS:

"Decision Makers" worksheet

INTRODUCTION:

Begin by saying, "We have been learning a lot about decision-making. Today we are going to see if we can determine what kind of a decision-maker each of us is. We know that all people make decisions. However, each person makes decisions in different ways. We will be looking at positive and negative role model decision-makers. See if you see yourself in one of these roles."

ACTIVITY:

Distribute the "Decision Makers" worksheet to each student. Read and discuss each decision-maker. Emphasize how this person might react in a given situation. Example: How might Whimsical Willie react if a stranger offered him drugs? Dependent Dora? Helpless Helen? etc.

After leading the discussion, have the students take a few moments to place a check-mark where they see themselves as a decision-maker.

As an additional activity, lead the class in role-playing situations following the models on the worksheet.

CLOSURE:

"Who would like to share with the class why they checked the decision-maker they did? Are you happy with the type of decision-maker you are? If not, which one would you like to be? How could you change?"

SUMMARY:

"We've seen that there are many kinds of decision-makers. Those who consider alternatives and consequences before acting are the best decision-makers."

ASSIGNMENT:

"Take your worksheet home and discuss with your family their perception of you as a decision-maker."

# Decision Makers

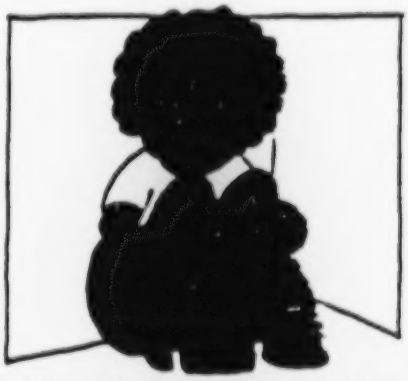
People faced with hard choices make their decisions in different ways. Study the six decision makers below.

WHIMSICAL WILLIE ☐

Willie doesn't make decisions. He does things without knowing there are choices. He doesn't think, he just acts on impulse.

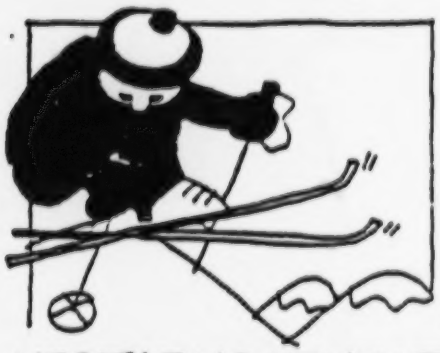
DEPENDENT DORA ☐

Dora lets others make decisions for her. She always goes along with what others think is right. She looks to others for answers.



HELPLESS HELEN ☐

Helen knows that she has choices but just doesn't know what to do. So she worries and suffers a lot. She keeps waiting for the problem to go away.



HESITATING HENRY ☐

Henry studies his choices and gathers information, but puts off making a decision. He has trouble knowing what is most important to him.

PLANFUL PETE ☐

Pete makes a decision after carefully thinking about it. He acts on his decision and changes it if it isn't satisfying.

CREATIVE CARLA ☐

Carla makes a decision on the basis of what she feels inside, after studying the choices and considering what is most important to her.

Tell why you checked the one you did. _____

_____

UNIT: 4

SESSION: 6

PURPOSE:

Students will identify factors which influence a decision-making process.

MATERIALS:

"Disney World Dilemma" instructions; "Disney World Price List" for each child.

INTRODUCTION:

Begin by saying, "We have learned many skills which help us with decision-making. First, we have learned that we need to consider alternatives when making a decision. Second, we must think about the consequences of our decision and third, that we are responsible for whatever decisions we make."

"Today we are going to use the skills we have learned to make some decisions for ourselves."

ACTIVITY:

Distribute the "Disney World Price List" to each student. Read the instructions on the following page and ask the students to place a (1) by their first choice, a (2) by their second, and so on, until they have used all of the money that they have or want to use. (Provide sufficient time for the students to complete the activity. Sharing can be accomplished with the entire class, or in small groups.)

CLOSURE:

"What decisions did you make? Why did you make the selections you did?" Was it difficult to make some of the choices? Why?"

SUMMARY:

When faced with many choices, it is often difficult to make good decisions. However, by using some of the decision-making techniques we have learned, the task becomes easier.

ASSIGNMENT:

"The skills we have learned in making good decisions can be used in everyday situations. You might want to take this activity home to share with your family and friends."

## DISNEY WORLD DILEMMA

Instructions

It is 9:00 a.m. The sun is shining. It is a gorgeous day. You find yourself at the entrance of Disney World with a letter from your parents. You open the letter and find the following:

1. $15.00 in cash
2. A note:

> Dear Son/Daughter,
>
> We have decided to allow you to spend the day in Disney World. You may spend the $15.00 in any way you wish. We will pick you up here at the entrance at 6:00 p.m. Have a beautiful day.
>
> Love,
> Mom and Dad

You are immediately thrilled by the prospect of doing your own thing for 9 whole hours. Then it occurs to you that there are so many exciting things to do and see and $15.00 really isn't much at Disney World. Then you are aware of the feeling of hunger and you remember that you haven't eaten since suppertime last night. You know that you must make some decisions as to how to best spend your time and money. You go to the gate and get a price list so that you can number the things that you want in the order of their importance.

## DISNEY WORLD PRICE LIST

| | | Price |
|---|---|---|
| _____ | Admission - including Mono-rail and Magic Kingdom transportation | 2.00 |
| _____ | Hot Dog | .75 |
| _____ | Hamburger | .75 |
| _____ | Coke | .25 |
| _____ | Meal at Crystal Palace | 3.50 |
| _____ | Meal at Polynesian Hotel | 7.00 |
| _____ | Meal at Contemporary Hotel | 5.00 |
| _____ | Meal at "Top of the World" | 10.00 |
| _____ | Orange Ice Drink | .50 |
| _____ | Popcorn | .50 |
| _____ | Candy | .25 |
| _____ | Haunted House Attraction | 1.50 |
| _____ | Tom Sawyer's Island | 1.50 |
| _____ | Nautilus Submarine Attraction | 1.50 |
| _____ | Small World Attraction | 1.00 |
| _____ | Country Bear Jamboree Attraction | 1.50 |
| _____ | Swiss Family Robinson Treehouse | .75 |
| _____ | Donald Duck Balloon | 1.25 |
| _____ | Mickey Mouse Hat | 2.25 |
| _____ | Mad Hatter Ride | .50 |
| _____ | Merry-Go-Round | .50 |
| _____ | Sky Life Ride | .75 |
| _____ | Snow White's Adventure | 1.00 |
| _____ | Peter Pan's Adventure | 1.00 |
| _____ | Hall of Presidents Attraction | 1.50 |
| _____ | Tiki Bird Attraction | 1.50 |
| _____ | Jungle Cruise Adventure | 1.50 |
| _____ | Trip to the Moon Attraction | 1.00 |
| _____ | America the Beautiful (2 hour wait) | Free |
| _____ | Wings of Man (1 hour wait) | Free |
| _____ | Diamond Horseshoe Show (2 hour wait) | Free |
| _____ | Old Time Movie House | .25 |
| _____ | Book on Disney World | 1.00 |
| _____ | Boat Trip "Around the World" | 2.00 |
| _____ | Water Ski Show | 1.50 |

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): 5 Interpersonal & Communication Skills

Number of sessions for this unit: 5
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit.
Session 1: Discussion Guidelines
PURPOSE: Students will demonstrate an understanding of the basic guidelines for discussion.
Materials used (filmstrips, films, kits, etc.) Discussion guidelines and discussion stories #1 and 2, (optional) Introductory DUSO story.
Session 2: Keys to Good Listening
PURPOSE: Students will demonstrate effective listening skills.
Materials used (filmstrips, films, kits, etc.) "Magic Keys" which can be displayed on a bulletin board, dittoed for students to color, or cut out for students to hold while they practice skills.
Session 3: Cooperation Web
PURPOSE: Students will demonstrate cooperation through friendship in a group.
Materials used (filmstrips, films, kits, etc.) Large ball of yarn, "Friendly Fred" worksheet
Session 4: How You Say It Is Important
PURPOSE: Students will demonstrate an understanding of the importance of effective and tactful communication.
Materials used (filmstrips, films, kits, etc.) Chalkboard
Session 5: Warm Fuzzies
PURPOSE: Students will identify ways in which they can give and receive positive reinforcement.
Materials used (filmstrips, films, kits, etc.) "Warm Fuzzies" story

UNIT: 5

SESSION: 1

PURPOSE:

Students will demonstrate an understanding of the basic guidelines for discussion.

MATERIALS:

Discussion guidelines and discussion stories #1 and #2. (DUSO's introductory story about the rules of discussion could be used here with kindergarten or first grade if desired.) Chalkboard or chart paper.

INTRODUCTION:

Begin by saying, "How many of you understand what we mean by 'a discussion'? (Elicit responses) That's right, a discussion is a way of talking with each other in a certain way. There are some ways to have a GOOD discussion and we're going to learn about those now."

Review the following guidelines with the students making sure they thoroughly understand. Use examples or role play each idea. For older students the guidelines can be listed on the chalkboard or chart paper for easy reference.

DISCUSSION GUIDELINES

1. Listen carefully and look into the eyes of the speaker. When you look into their eyes, people can tell that you are listening and that you are interested in what they are saying. This makes a person feel good.

2. Raise your hand and speak one at a time. When we want to speak, we must have a signal to let that person know what we want. Raise your hand so that only one person speaks at once. Also, we can only hear one person at a time.

3. Share...Please try to share what you think and feel sometimes. We would like to get to know you. We also have to take turns sharing.

4. Stick to the point. Talk about only one thing at a time.

5. No put-downs. Treat everyone the way you want to be treated. Say things in a nice way.

ACTIVITY:

Read either story #1 or #2 (or both if time permits) to the students. Ask the students to remember the discussion guidelines and using the questions at the end of the stories, initiate a discussion about the story. If time permits, re-read the story changing the "negatives" to "positives."

CLOSURE:

"What is a discussion? Name some of the rules for a good discussion. Why should we use rules when having a discussion? What would happen if we did not have any rules?"

SUMMARY:

"Understanding the basic rules of a good discussion helps everyone to learn more efficiently."

ASSIGNMENT:

"When you are having a discussion with your friends or family, try to follow the rules of a GOOD discussion."

## Story #1

Jack and Jill are walking to school. They are both in Mrs. Goose's kindergarten class. As they are walking along, Jill shows Jack a picture she painted for Mrs. Goose. Jack says, "What is that? It looks like an ugly frog!" Jill put her picture away and decided not to give it to Mrs. Goose.

After they got to school, Jack asked Tom and Peter if he could play with them. They said, "No we're busy. Go away!" Jack stuck out his tongue and walked away.

In the classroom, Mrs. Goose gave the children a worksheet. Jill didn't understand the directions so she went to the teacher's desk and said (in a whining voice), "Teacher, teacher, I can't do this...it's too hard...I don't like this...what do I do?" Mrs. Goose was busy with a reading group and she said, "Don't ask any questions! Just do as you're told," and turned away.

By lunchtime, it seemed that Jack, Jill and Mrs. Goose were all unhappy and grumpy.

DISCUSSION:

1. What did you notice about the way that Jack and Jill and Mrs. Goose spoke to each other?

2. How do you suppose _____ felt? (Take each incident one at a time.) What might that feeling make _____ want to do?

3. I wonder, if these people had spoken differently, perhaps the story could have ended differently. Let's see, what could Jack have said that would have been more polite or kinder? (Continue with each incident.) Read the "new story" or role play, if there is time.

4. Let's think about ways that we speak to each other here at school (consider the following):

   kind - mean
   request - demand
   report - tattle
   grown-up - whine
   polite - insult

Story #2

This is a story about a boy named Freddie and how he didn't get what he wanted for his birthday.

Everyone in Freddie's family wanted his birthday to be a happy one, so about a week before his big day they started asking him questions.

His dad was a baker and wanted to bake him a special cake. So he asked Freddie, "What is your favorite kind of cake?" Freddie answered, "Guess!!!" And even though he knew his favorite cake was peanut butter cake with banana frosting, he wouldn't tell his dad. Finally his dad gave up on guessing.

His sister wanted to give him a game. When she asked him what he liked, he said, "Sannywan." That is baby talk for Candyland. Even though his sister told Freddie she could understand him, he would only answer in baby talk. She gave up.

Freddie's mother had told him he could have some friends over for a birthday party. But when she asked him who he wanted to invite, he pouted and said "Nobody." You see he was angry at his mother for making him stop playing with the telephone. He really wanted Anna, Robin and Jack to come to his party, but he wasn't speaking to his mom. She shrugged her shoulders and left him alone.

Finally, it was Saturday and it was Freddie's birthday! Freddie was looking forward to a birthday party with his friends, lots of peanut butter and banana cake and a brand new Candyland game. But what do you think happened on Freddie's birthday?

After lunch, his dad brought out a cake, but it was white cake with strawberry frosting. "I hope that I guessed right," said Freddie's dad. "Yuk," thought Freddie.

He looked around for his friends. Then his mother said, "I wish we could have shared this party with your friends. But I invited who you said you wanted... nobody." "Rats," thought Freddie.

His sister handed him a gift box. He opened it eagerly, only to find a stack of sandwiches! "I hope you like your 'sannywans' Freddie," she said. "Oh no!" Freddie thought, "What went wrong?"

DISCUSSION:

1. What do you think went wrong?

2. What could Freddie have done differently so that his birthday could have been more what he wanted?

3. Freddie didn't communicate clearly to his family, so they didn't know what he wanted. Can you think of some things that are important to communicate clearly here in our classroom? (NOTE: Elicit those issues which are important in your class.)

UNIT: 5

SESSION: 2

PURPOSE:

Students will demonstrate effective listening skills.

MATERIALS:

"Magic Keys" which can be displayed on a bulletin board, dittoed for students to color, or cut out for students to hold while they practice skills. Mini stories. (Use stories from DUSO or select your own from the library--one of the stories from the previous lesson could also be used.)

INTRODUCTION:

Begin by saying, "We learned that one of the rules of a good discussion is to be a good listener. Today I have some 'Magic Keys' which will help us to learn how to be good listeners. (Show the keys to the students as you explain about each one.) The first key has the word 'LOOK' which means to LOOK at the person who is talking, the second key has the word THINK. This means to THINK about what the person is saying. The third key has the word SILENCE which means to be silent (or very quiet) when another person is talking. The fourth key has the word STILL which means to keep your body STILL while someone else is talking."

"We are going to practice these rules today while I read you a story."

ACTIVITY:

Distribute a "set" of keys to each student for him/her to hold while you read a story. After the story, evaluate the way the students responded by means of a discussion. Use positive reinforcement wherever possible to encourage the students to use the "Magic Keys" to good listening.

CLOSURE:

"Did the 'Keys' help you to be good listeners? How? Why is it important to follow the rules on the 'Keys' to be a good listener? How can these rules help you in your classwork?"

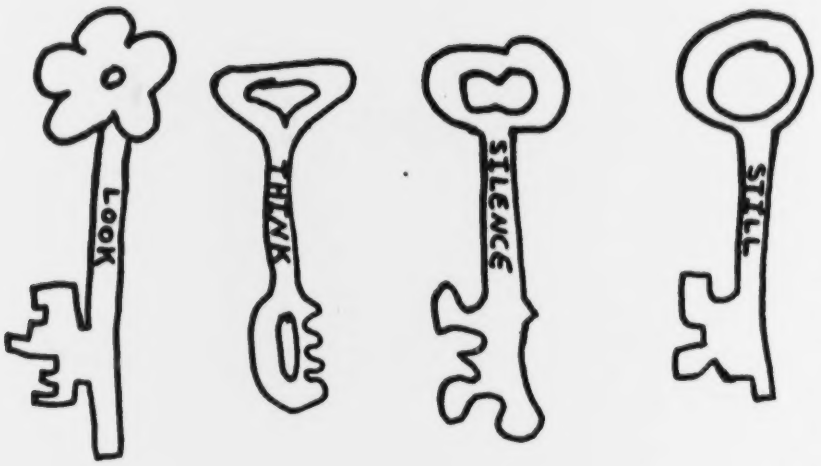
SUMMARY:

"Good listening skills are important if we are to understand what others are saying to us."

ASSIGNMENT:

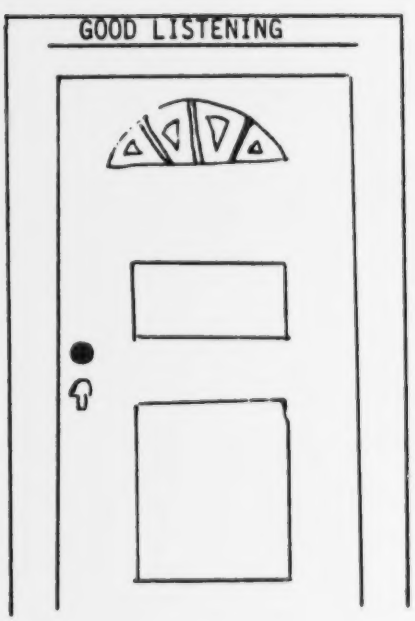
"Practice using the rules on your 'Keys' to see if they help you in your classwork."

MAGIC KEYS




OPEN THE DOOR TO

GOOD LISTENING



UNIT: 5

SESSION: 3

PURPOSE:

Students will demonstrate cooperation through friendship in a group.

MATERIALS:

Large ball of yarn, "Friendly Freddy" worksheet.

INTRODUCTION:

Begin by saying, "Today we are going to talk about 'friendship' and how our friends help us. First of all who can tell us what a friend is? (Elicit responses) That's right. A friend is someone we can count on or depend on to help us if we need it. Let's think for a minute about how a spider is supported on his web. It holds him in place and keeps him from falling. In other words, it gives him support just like friends support us. Today we are going to use friendship to build our own 'web of support'."

ACTIVITY:

Instruct the students to stand in a circle facing the center. A ball of yarn is to be rolled on the floor from one student to another. The students should hold the yarn taut at waist level and make sure that it is always rolled under the "web." Each student must make a positive statement about the student to whom the strand is sent. Be sure that every student gets a strand. After the web is built, discuss lines of friendship and set up another web building session later to reaffirm growing friendships in the future. Distribute the "Friendly Fred" handout and have the students figure out the message.

CLOSURE:

"What is a friend? Have some of you made a new friend today? Why is it important to have friends? How is our 'web' like a spider's? Why is cooperation an important part of friendship?"

SUMMARY:

"Cooperation helps us to build friendships which we need for support."

ASSIGNMENT:

"Because aware of the support given to you by your friends and family during the next week."

Friendly Fred is writing you a secret coded message. Use this alphabet to find out what his message is.

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

| Q | R | S | T | U | V | W | X | Y | Z |
|---|---|---|---|---|---|---|---|---|---|
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

20 15 7 5 20 1 12 15 14 7 23 5 12 12 23 9 20 8

15 20 8 5 18 19 25 15 21 19 8 15 21 12 4 2 5:

8 15 14 5 19 20, 11 9 14 4, 8 5 12 16 6 21 12,

6 18 9 5 14 4 12 25, 16 15 12 9 20 5, and

18 5 19 16 15 14 19 9 2 12 5.

25 15 21 23 9 12 12 14 15 20 7 5 20 1 12 15 14 7

23 9 20 8 15 20 8 5 18 19 22 5 18 25 23 5 12 1-

9 6 25 15 21: 12 9 5, 3 8 5 1 20, 20 5 1 19 5,

6 9 7 8 20, 2 21 12 12 25, or 7 15 19 19 9 16.

FRIENDLY FRED

UNIT: 5

SESSION: 4

PURPOSE:

Students will demonstrate an understanding of the importance of effective and tactful communication.

MATERIALS:

Chalkboard or chart paper with the words: maybe, yes, no, stop, go, please and now.

INTRODUCTION:

Begin by saying, "Today we are going to talk about 'HOW' we talk to each other. For example, if I say the word 'maybe' in a quiet voice, a questioning voice or a loud voice (give examples of each), they all have different meanings. In other words, the message comes across differently because of the way it sounds. How do you feel when someone says something to you in a loud or mean voice as compared to a soft or quiet voice?" (Elicit responses and discuss with the students the idea that the WAY we talk to others has an affect on how others react to us.)

ACTIVITY:

Using the words listed above, have the students say them in unison according to the three ways listed, i.e., in a quiet, questioning and a loud voice. Help them to hear the differences in voice expression.

Brainstorm other voice tones and have the students try them and talk about how they react to them. (Ex. cheerful, whine, bossy.) Discuss which tones of voice are going to be better received by their teachers, classmates, parents, etc. Be sure to ask them which ones they like to hear.

Depending on time, the following commands can be role played. Have students say them in an abrupt way and then alter the wording to change the meaning. For example, "Move over" in a loud bossy voice could be changed to "Would you please move over?" or "It would help if you could slide down a little" in a pleasant voice.

Pass the pencil
Give that to me
Move
Leave me alone
Come on
Go away
Come away
Hurry up
Stand up
Wait
Sit still
Watch out
Sit down
Pick it up
Be quiet
Don't do that
Now listen
Go faster
Be still
Open your books
Stop talking
Get out
Turn around

CLOSURE:

"Is it better to use a quiet tone when asking someone to do something? Why? How do you feel if someone speaks to you in a loud, commanding voice? Do you sometimes use your voice in a demanding way? How do you think others feel when or if you do. Have you learned some new ways of communicating today? What are they?"

SUMMARY:

"Speaking to others in a quiet way helps us to communicate more effectively."

ASSIGNMENT:

"During the next week, be aware of how you speak to others and if you need to, find better ways to talk with your teachers, friends and family."

UNIT: 5

SESSION: 5

PURPOSE:

Students will identify ways in which they can give and receive positive reinforcement.

MATERIALS:

"Warm Fuzzies" story.

INTRODUCTION:

Begin by saying, "We are going to hear an unusual story about giving and receiving good feelings. So let's have everyone get comfortable and be ready to use our special 'listening skills' that we have learned." (If appropriate, review with the students the "keys to Good Listening.")

ACTIVITY:

Read the "Warm Fuzzies" story. After the story is finished, ask the students to visualize a "Warm Fuzzy." Allow time for all of their reactions and discuss similarities and differences (no necessity for agreement). The same can be done with eliciting descriptions of a Cold Prickly.

Other activities could involve having the students to draw pictures of a "Warm Fuzzy," a Cold Prickly, the troll, etc., or they could dramatizing the story using their own language and gestures.

CLOSURE:

"What is a Warm Fuzzy? a Cold Prickly? How would you feel if someone gave you a Warm Fuzzy right now? a Cold Prickly? How would it feel to give someone a Warm Fuzzy? How do you think they would look and act? Which would you rather receive? Why?"

SUMMARY:

"If we behave warm and friendly towards other people, we will receive positive feelings in return."

ASSIGNMENT:

"See how many 'Warm Fuzzies' you can give to your teachers, family and friends and see what happens."

## "Warm Fuzzies"

Long ago only little people lived on the Earth. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people and went about with broad smiles and cheery greetings for everybody.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his should a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. It tells the person they are special. It is a way of saying, "I like you." And, of course, it is very pleasing to have someone give you a Warm Fuzzy. When you have a Warm Fuzzy held out to you, when you take it and feels its warmth and fuzziness against your cheek, and place it gently and lovingly in your fuzzy-bag with all the others, it's just extra-nice. You feel noticed and appreciated when someone gives you a Warm Fuzzy, and you want to do something nice for them in return. The little people of Swabeedoo loved to give Warm Fuzzies and get Warm Fuzzies, and their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a great green troll. He didn't really like to live all by himself, and sometimes he was lonely. But he couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town, and he was met by a kindly little Swabeedoo-dah.

"Hasn't this been a fine Swabeedoo-dah day?" said the little person with a smile. "Here, have a Warm Fuzzy. This one's special, and I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in his ear.

"Hey, don't you know that if you give away all your Warm Fuzzies, one of these Swabeedoo-dah days of yours, you're gonna run out of them?"

He noted the sudden look of surprise and fear on the little man's face, and then added, peering inside his fuzzy-bag: "Right now, I'd say you've only got about two hundred and seventeen Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that as soon as you give a Warm Fuzzy to someone, another comes to take its place, and that you can never every run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same something was inside the little people. So he told his fib, went back to his cave, and waited.

Well, it didn't take long. The first person to come along and greet the little Swabeedoo-dah was a fine friend of his with whom he had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look. Then he was told to beware of running low on his supply of Warm Fuzzies, and his friend was suddenly gone. That Swabeedoo-dah told three others that same evening: "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly begun to hoard their Warm Fuzzies. They still gave some away, but very, very carefully. "Discriminatingly" they said.

The little Swabeedoo-dahs began to watch each other with distrust, and to hide their bags of Warm Fuzzies under their beds for protection at night. Quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange and before long the people were haggling over how many Warm Fuzzies it cost to eat a meal at someone's house, or stay overnight. There were even some instances of robberies of Warm Fuzzies. Some dark evenings--the kind the little Swabeedoo-dahs had enjoyed for strolling in the parks and streets and greeting each other to exchange Warm Fuzzies--it wasn't even safe to be out and about.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs, and as time went on, more and more little Swabeedoo-dahs became afflicted with a disease known as softening of the backbone. They walked all hunched over, or (in worse cases) bent almost to the ground. Their fuzzy-bags dragged on the ground. Many of the people in the town began to say that it was the weight of the bags that caused the disease, and that it was better to leave the bags at home, locked up safely. After a while you could hardly find a Swabeedoo-dah with his fuzzy-bag on.

At first, the troll was pleased with the results of his rumor. He wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other--with suspicion--and he rather liked that. To him, that was just facing reality. "It's the way the world is," he would say.

But as time went on, worse things happened. Perhaps, because of the softening of the backbone, perhaps because no one every gave them a Warm Fuzzy (no one knows), a few of the little people died. Now all the happiness was gone from the village of Swabeedoo, as it mourned the passing of its little citizens.

When the troll heard about this, he said to himself: "Gosh! I just wanted them to see how the world was. I didn't mean for 'em to die!" He wondered what to do. And then thought of a plan.

Deep in his cave, the troll had discovered a secret mine of Cold Pricklies. He had spent many years digging the Cold Pricklies out the mountain, for he liked their cold and prickly feel, and he loved to see his growing hoard of Cold Prickles, to know

that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with Cold Pricklies and took them into the village.

When the people saw the bags of Cold Pricklies, they were glad, and they received them gratefully. Now they had something to give to one another. The only trouble was that it was just not as much fun to give a Cold Prickly as a Warm Fuzzy. Giving a Cold Prickly seemed to be a way of reaching out to another person, but not so much in friendship and love. And getting a Cold Prickly gave one a fully feeling, too. You were not just sure what the giver meant, for, after all, Cold Pricklies <u>were</u> cold and prickly. It was nice to get something from another person, but it left you confused, and often with stung fingers. The usual things a Swabeedoo-dah said when he received a Warm Fuzzy was "Wow!", but when someone gave him a Cold Prickly, there was usually nothing to say but "Ugh!"

Some of the little people went back to giving Warm Fuzzies, and, of course, each time a Warm Fuzzy was given, it made the giver and receiver very joyful indeed. Perhaps, it was that it was so unusual to get a Warm Fuzzy from someone when there were so many of those Cold Pricklies being exchanged.

But giving Warm Fuzzies never really came back into style in Swabeedoo. Some little people found that they could keep on giving Warm Fuzzies away without ever having their supply run out, but the art of giving a Warm Fuzzy was not shared by many. Suspicion was still there, in the minds of the people of Swabeedoo.

You could hear it in their comments:

"Warm Fuzzy, eh? Wonder what's behind it."

"I gave a Warm Fuzzy, and got a Cold Prickly in return. Just see if I do that again."

"You never know about Mabel. A Warm Fuzzy one minute, a Cold Prickly the next!"

"If you won't give me a Cold Prickly, I won't give you one. O.K.?"

"I WANT to give my boy a Warm Fuzzy, but he just doesn't deserve it."

"Sometimes I wonder if grandpa has a Warm Fuzzy to his name."

Probably every citizen of Swabeedoo would gladly have returned to the former days when the giving of Warm Fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a Warm Fuzzy from someone, and he would resolve to go out and begin giving them to everyone freely, as of old.

But something always stopped him. Usually it was just going outside and seeing "how the world was."

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Intermediate GOAL(S): 5 Interpersonal & Communication Skills

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.

Session 1: Making Friends
PURPOSE: Students will identify areas they have in common with students in the class.
Materials used (filmstrips, films, kits, etc.) "Making A New Friend" worksheet outline of a person (see attached), pencil, paste or stapler.

Session 2: Talk Stoppers
PURPOSE: Students will identify behaviors which hinder the formation of formation of positive relationships.
Materials used (filmstrips, films, kits, etc.) Chalkboard or chart paper

Session 3: The Three Yesses
PURPOSE: Students will identify behaviors which help the formation of positive relationships.
Materials used (filmstrips, films, kits, etc.) None

Session 4: Feedback Sentence
PURPOSE: Students will demonstrate a method for giving positive feedback for effective listening skills.
Materials used (filmstrips, films, kits, etc.) A chart illustrating the feedback sentence or a copy of the sentence for each person.

Session 5: Group Pressure
PURPOSE: Students will demonstrate their ability to recognize and cope with peer pressure.
Materials used (filmstrips, films, kits, etc.) Cards with problems written on them.

Session 6: Assertive Communication Skills
PURPOSE: Students will demonstrate the importance of effective and tactful communication.
Materials used (filmstrips, films, kits, etc.) Assertive Methods Examples, chalkboard

UNIT: 5

SESSION: 1

PURPOSE:

Students will identify areas they have in common with students in the class.

MATERIALS:

"Making a New Friend" worksheet.

INTRODUCTION:

Begin by saying, "If I ask you the question, 'Do you know everyone in your classroom', the chances are that you would say 'yes'. However, knowing someone by name doesn't provide you with any specific information, such as, a person's hobby, favorite movie, song or food. Sometime we have much in common with someone else and have not taken time to really know that person. Today, I'm going to ask you to make a new friend. First, look around the class and select someone you don't know very well. That person will be your partner for the activity we are going to do."

ACTIVITY:

Make sure each student has a partner. Distribute the worksheet, "Making a New Friend." Provide adequate time for the students to discuss the questions on the worksheet. When everyone has finished, ask for volunteers to share something they learned about their new friend.

CLOSURE:

"Did you have difficulty selecting someone you did not know too well? Did you find you had many things in common with your partner? Are you and your partner very much alike? Did you enjoy this activity?"

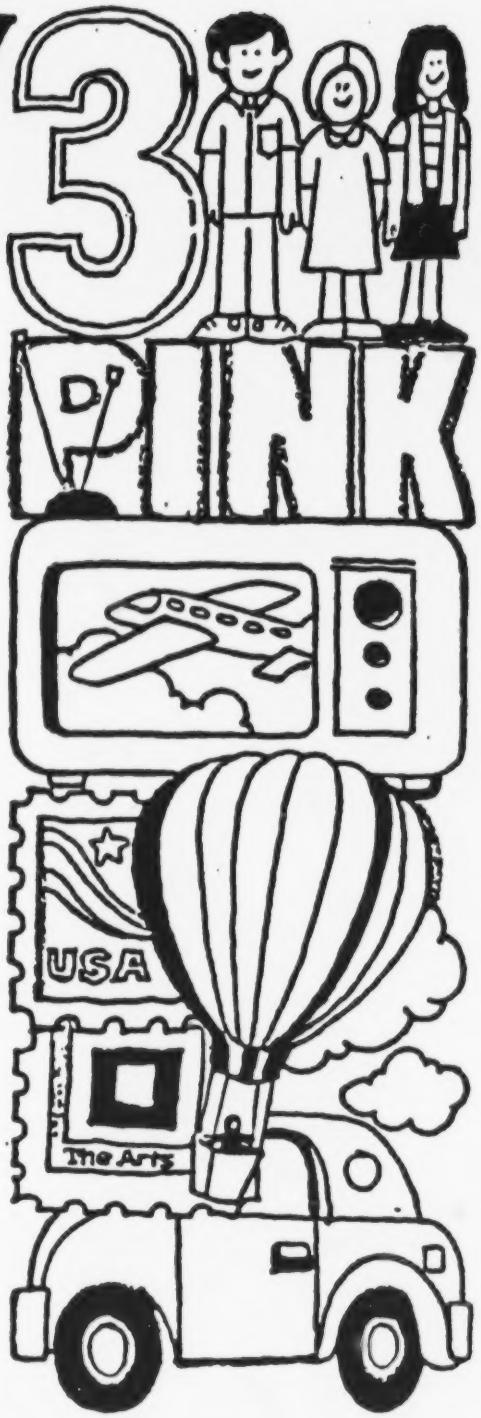
SUMMARY:

"Getting to really know someone else helps us to learn how much we have in common with that person."

ASSIGNMENT:

"During the next week, try to get to know your new friend better and take time to meet new friends."

# Making a New Friend




Find a partner among your classmates whom you do not know very well. Discuss the following questions with each other:

a) How many brothers and sisters do you have?
b) Would you like to have more or fewer brothers and sisters? Why?
c) What is your favorite color?
d) Do you have a lucky number?
e) What is your favorite movie?
f) What is your favorite book?
g) What is your favorite T V show?
h) What do you like most about school?
i) What do you like least about school?
j) Do you have a hobby?
k) What are some things you enjoy doing?
l) What is the most exciting thing you have ever done?
m) What would you like to be able to do someday?
n) What is a wish that you hope comes true?
o) What do you worry about?

After the conversation, tell the class about one of the most important items your friend discussed with you.

UNIT: 5

SESSION: 2

PURPOSE:

Students will identify behaviors which hinder the formation of positive relationships.

MATERIALS:

Chalkboard or chart paper.

INTRODUCTION:

Begin by saying, "Sometimes there are things we do that hinder positive relationships. We might call these things 'talk stoppers'. What do you suppose I mean by 'talk stoppers'?" (Elicit responses and list on the chalkboard some of the ideas the students suggest. Add to the list 'talk stoppers' from your information sheet any that are not suggested by the students.)

ACTIVITY:

Using the list of "talk stoppers" on the chalkboard, explain that they are going to role play each situation and ask for volunteers. Allow sufficient time for role playing and follow-up discussion. (The list of 'talk stoppers' can be reproduced and a copy provided for each student if you wish.)

Talk stoppers:

1. Interrupt--"YOU ARE SAYING SOMETHING IMPORTANT, AND ANOTHER PERSON BUTTS IN TALKING ABOUT SOMETHING ELSE."

2. Advise--"WHEN YOU TALK ABOUT A PROBLEM, THE OTHER PERSON KEEPS TELLING YOU WHAT YOU SHOULD DO."

3. Dominate--"THE OTHER PERSON THINKS THAT WHAT THEY SAY IS MORE IMPORTANT OR BETTER THAN ANYTHING YOU SAY OR DO."

4. Put Down--"THE OTHER PERSON BLAMES YOU FOR THE PROBLEM AND MAY EVEN CALL YOU NAMES LIKE CRY BABY OR STUPID."

5. Distract--"THE OTHER PERSON CHANGES THE SUBJECT TO KEEP YOUR MIND OFF YOUR PROBLEM."

6. Sympathize--"THE OTHER PERSON FEELS SORRY FOR YOU AND TRIES TO MAKE YOU THINK IT WILL BE O.K."

7. Question--"THE OTHER PERSON ASKS SO MANY QUESTIONS, YOU FORGET WHAT YOU WERE TALKING ABOUT."

8. Interpret--"THE OTHER PERSON TELLS YOU WHAT YOU FEEL AND WHY YOU DID SOMETHING."

9. Praise--"THE OTHER PERSON SAYS SOMETHING IS GOOD WHEN YOU BELIEVE IT'S NOT."

CLOSURE:

"What did you see happening? Has anyone ever done that to you? How did you feel? Were you surprised at some of the 'talk stoppers' (such as 'praise)?"

SUMMARY:

"By using 'talk stoppers' we sometimes hinder the forming of good relationships."

ASSIGNMENT:

"During the next week, be aware of using 'talk stoppers' and try to change in order to build some positive relationships."

UNIT: 5

SESSION: 3

PURPOSE:

Students will identify behaviors which help the formation of positive relationships.

MATERIALS:

None

INTRODUCTION:

Begin by saying, "You remember in our last session we learned that 'Talk Stoppers' can hinder positive relationships. How many of you remember what some of the 'Talk Stoppers' were? (Elicit responses) Great! Now today we will practice a way to HELP us get along with others."

ACTIVITY:

Explain that they will have a partner who will tell them something that has recently happened to them. They are to keep asking questions about the event until three of the questions are answered with a "yes." They will then reverse the roles.

Take time to demonstrate this procedure with a volunteer.

After your demonstration, divide the students into pairs by (1) letting them choose their own partner, or (2) having partners selected by the teacher or yourself. Allow 4 to 5 minutes for each pair to complete both roles.

CLOSURE:

"What kinds of questions did you ask that were answered 'yes'? How many questions did you ask before you got a 'yes'? Do you feel you know your partner better now? Did you have any difficulty with this activity? If so, what?"

SUMMARY:

"We see that we CAN develop ways to build positive relationships."

ASSIGNMENT:

"Try this activity with your family or friends and see how many questions you have to ask before you get a 'yes'."

UNIT: 5

SESSION: 4

PURPOSE:

Students will demonstrate a method for giving positive feedback for effective listening skills.

MATERIALS:

A chart illustrating the feedback sentence or a copy of the sentence for each person.

INTRODUCTION:

Begin by saying, "Sometimes other people do things that make us feel angry, sad, happy or scared. It makes us want to do something back to them. When a person makes us feel bad, we often react so fast that we end up in trouble. Sometimes we are even sorry afterwards. When a person makes us feel good sometimes we don't know what to say or feel embarrassed. Let us look at this example. Suppose you are at your seat trying to write a very neat paper. Another students keeps walking by your chair and knocks your arm. Finally, you are so mad that you want to get up and hit him. Sometimes you do. When you do, the teacher gets on to you for fighting. How many have had something like this happen to you? Would you care to tell us about it?" (Elicit responses)

Continue with, "I am going to speak two times about the same subject. I want you to listen closely and see how you feel as you hear each message."

"YOU have been dropping papers all over the floor lately. YOU do it again and again. YOU don't listen when I ask you not to. YOU really make me feel bad."

"That is the first message. Now listen to the second message."

I'VE been noticing a lot of paper on the floor lately. I think it makes our classroom look messy. I'VE mentioned this before, but there is still paper on the floor. I feel bad about it."

"Both of my messages to you were about the same thing--paper on the floor--but did you feel the very same way when I said both messages. What was the main difference between the two messages?" (Elicit responses and discuss with the students that "you" messages seem like accusations and make people feel defensive whereas "I" messages are much more straight forwarded, honest and demand respect.)

ACTIVITY:

Provide each student with a "Feedback Sentence" (or display it on the chalkboard or chart paper). Divide the class into groups of two so that each set will have a talker and a listener. Tell them to make up a feedback sentence for the situations below. When they share with each other, they should face each other, the talker will make up a response to the first situation, they again should face each

other, look in each others eyes, and the listener should repeat back as closely as possible what the talker said. They will then switch roles.

EXAMPLES:

a. You are at your friends house one afternoon, when no one else is at home. He/She says that they want you to smoke cigarettes and drink wine with them. You feel uncomfortable and scared and don't know what to say or do.

b. You are a middle school student and you are sitting with a group of friends at lunch. One person pulls out some "dope" and starts passing it around.

c. There is a person who everyone knows is on heavy drugs. He/she tries to act real cool, etc. You think that person hangs around with other people who also takes drugs. You sit by them in social studies class. He/she starts being friendly and asks you to go to a party. You make up an excuse. Next week, he/she asks you to go to another party.

d. A friend of yours wants to borrow $5.00 to buy a marijuana cigarette.

Have students share their "feedback sentences" with the class.

CLOSURE:

"How did you feel when you stated the 'I' message? Which kind of message was easiest to give? How did you feel when the 'you' message was being given to you? What did you learn from this activity?"

SUMMARY:

"Feedback in the form of 'I' messages is much easier to accept than 'you' messages."

ASSIGNMENT:

"Practice giving 'I' messages to your classmates, friends and family."

## FEEDBACK SENTENCE

_____(NAME)_____, when you ___(tell what the person is doing)___, I feel ___(tell how it makes you feel)___ and I want to ___(tell what it makes you want to do)___.

Example: John, when you ask me to show you the answers, I feel frightened and I want to tell you to study more.

UNIT: 5

SESSION: 5

PURPOSE:

Students will demonstrate their ability to recognize and cope with peer pressure.

MATERIALS:

Cards with problems written on them.

(TO THE COUNSELOR OR TEACHER: BEFORE THIS ACTIVITY BEGINS SELECT FOUR STUDENTS WHO ARE POPULAR AND SECURE IN THEIR PEER GROUP SINCE THEY WILL BE PUT IN THE UNCOMFORTABLE POSITION OF BEING OUT OF STEP WITH THEIR PEER GROUP. FIND SOME LOGICAL REASON TO HAVE THESE FOUR STUDENTS ("VICTIMS") TO LEAVE THE ROOM. THEY SHOULD BE GONE LONG ENOUGH FOR THE ENTIRE ACTIVITY TO BE EXPLAINED TO THE REST OF THE CLASS.)

INTRODUCTION:

Begin by saying, "While the others are out of the room, I will explain what we are going to do. I will need your cooperation, so listen carefully. I am going to divide you into four groups and select a leader to direct each group. I will give you a card with a problem on it. Each member of the group will deliberately give the wrong answer to the problem and you must do it without laughing or looking suspicious. When the four return, each one will be placed in a group. Remember you cannot let on what you are doing."

ACTIVITY:

Distribute the cards (one to each leader). Instruct the leader to ask everyone in the group to look at the problem and ask each one for their answer. The "victim" is asked last. The question is "Will he/she be able to stand alone against the statements (in error) of the other members in the group?"

Each group will have one of the four problems (attached). All groups will be working at the same time. In this way the four "victims" should not realize they are all being called on last.

When the groups are finished, ask the groups to share some of the problems encountered. The four "victims" will probably admit they felt uneasy. It is extremely important to reinforce them at this point. It does not mean good/bad or smart/dumb.

Explain that almost everyone would feel uneasy in the same situation. Ask the students if there was ever a time when they felt group pressure--When a group may have wanted to do something that they did not approve of. What did they think about at that time? Did they hold on to their own opinions? Avoid the temptation to lecture on not following the gang into some evil prank. Remember, this activity demonstrates the phenomenon of group pressure--not goodness or badness involved in yielding to it.

NOTE: This activity could also be done with the entire class by sending four students out and drawing the problems on the board. When the students come back in, explain that you are conducting a survey and want everyone to respond by raising their hand if they agree that: 1) B is the longest line, 2) 18 is the answer, etc. The class will have been instructed to agree with you.

CLOSURE:

"Did all of you (victims) yield to group pressure? How many of you resisted it? Did you feel uncomfortable when your ideas differed from the rest? What did you do to try to change the minds of the others?"

SUMMARY:

"It is easy to see that pressure from the group is very forceful and sometimes difficult to resist."

ASSIGNMENT:

"The next time you are being pressured to do something that you question, think about the activity we did today and if you disagree, stick with it."

PROBLEM 1 (wrong answer B)

Which is longer - A or B

(A)

(B)

PROBLEM 2 (group should say 18) (correct answer - 8)

What is the answer? 10 - 5 + 3 =

PROBLEM 3 (two paper cups - A & B - A has 1/2 inch of vinegar, B has 1/2 inch of oil)

Which liquid tastes more sour -- A or B? (wrong answer - oil)

PROBLEM 4 (wrong answer -- straw mat)

Which is warmer to walk on barefoot, a rug or a straw mat?

Put these four problems on a card so that the group has something to pass around as they answer the question.

UNIT: 5

SESSION: 6

PURPOSE:

Students will demonstrate the importance of effective and tactful communication.

MATERIALS:

Assertive Methods Examples, chalkboard.

INTRODUCTION:

Begin by saying, "In the past session we talked about group pressure and found that it can cause us to do things we really don't want to do. Saying 'no' is sometimes difficult to do but it can be done in an effective and tactful way. Using some of the ideas we have learned, what are some ways we can say 'no' that would help a friend understand we still like him/her, but that we don't want to do what he/she is doing?" (Elicit responses)

ACTIVITY:

Explain that the class is going to participate in some role playing situations in which the first person tries to get the second person to try a drug. Ask for volunteers and provide them with a script from the Assertive Methods Examples (or make-up some of your own). Allow sufficient time for the volunteers to review their script before saying it in front of the class. After each role play, ask the following questions:

1. What happened in that role play?
2. How did the second person say no?
3. What gestures or body language was used?
4. How do you think each person felt about the others?
5. Do you think they are still friends?

After the role playing, take some time, if possible, to discuss any questions the students might have.

CLOSURE:

"How did you feel doing the role playing? Was it easy to say 'no'? Could you do this in a real situation? How important is it that you say 'no'?"

SUMMARY:

"Learning tactful and effective ways to communicate our ideas is of value to all of us."

ASSIGNMENT:

"If you are faced with a situation where you believe you should say 'no', try using one of the methods presented here today."

Assertive Methods:

1. The Broken Record - calmly repeat what you want or how you feel over and over.

2. The Feedback Sentence - say:
" (name) , WHEN YOU (what they want you to do) ,

I FEEL (feeling) , AND I WANT TO (action) ."

3. Meet me halfway - offer to do what you can but no more.

4. I understand, but - tell the person you know how strongly they feel about it, thank them, and say what you feel.

5. The put-down comeback - say that the name you are called may be true but you still choose to do what you believe.

**Assertive Method Examples**

1. **The Broken Record:**

Billy: Hey Ed, I found a cigarette. Let's go out behind the school and smoke it.
Ed: No Billy, I don't want to - we might get into trouble.
Billy: Come on, take a chance. Besides, don't you want to get away from that teacher for a while.
Ed: Billy, I really don't want to. I just don't want to get into trouble.
Billy: Look, no one will find out. They never check on us.
Ed: I'm sorry Billy. I don't want to get into trouble and I'm no going.

2. **The Feedback Sentence:**

Shirley: Diane, my mom had some wine left over after supper last night. Let's drink some.
Diane: Shirley, you're my best friend, but when you try to get me to drink wine, I feel mixed-up about you, and I want to go back home.

3. **Meet Me Halfway:**

Mike: (on phone) Hi Tom. Can you come over to my house? I just found one of my brother's marijuana joints.
Tom: Mike, I've never smoke one and I don't even want to try it.
Mike: But it's great! My brother lets me take puffs on his sometimes.
Tom: If that's what you want to do, that's your business, but I'm not going to.
Mike: Tom, I thought that you were my friend.
Tom: I <u>am</u> your friend and I really like playing with you but I won't smoke pot with you.
Mike: Well, ok Tom. I'll see you at school tomorrow.

4. **I Understand, But:**

Tammy: (walking home from school) Michelle, my mother's on a diet and I sneaked some of her diet pills. Let's go over to Tina's house to take them, her parents aren't home.
Michelle: Sorry Tammy, but I don't want to take any chances that we might get caught. Besides, I heard they can be dangerous.
Tammy: But you're my best friend and we've always done everything together.
Michelle: I know how really bad you want me to be there and I appreciate it, but I really choose not to go.

5. **The Put-down Comeback:**

Mark: Why didn't you sniff glue with us yesterday? Every time we gave it to you, you passed it on to the next guy. Sometimes you are a real bore.
John: Maybe I am a bore, but I am not going to sniff that junk.
Mark: You're a real weirdo, John. You're not like us at all.
John: You may be right about me not being like you, but I think that's a great think about me. If I don't want to do something, I just don't do it.

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): 6 School Success Skills

Number of sessions for this unit: 5
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

Briefly describe the unit.
Session 1: Success Tree
PURPOSE: Students will identify past accomplishments/successes.
Materials used (filmstrips, films, kits, etc.) Construction paper, paste, scissors
Session 2: Practice Makes Perfect
PURPOSE: Students will identify situations in which practice has improved a skill.
Materials used (filmstrips, films, kits, etc.) "How I Feel I Am Doing" worksheet
Session 3: Mistake Makers
PURPOSE: Students will identify situations in which making mistakes become a learning experience.
Materials used (filmstrips, films, kits, etc.) Optional: collection of picture discussed in activity.
Session 4: Ways to Study
PURPOSE: Students will identify effective/ineffective ways to study.
Materials used (filmstrips, films, kits, etc.) "Ways to Study" worksheet
Session 5: Personal Study Habits
PURPOSE: Students will evaluate personal study skills
Materials used (filmstrips, films, kits, etc.) "Score Your Study Habits" worksheet

UNIT: 6

SESSION: 1

PURPOSE:

Students will identify past accomplishments/successes.

MATERIALS:

Construction paper, paste, scissors.

INTRODUCTION:

Begin by saying, "I would like for us to think about things which you have learned to do. We call these accomplishments. What are some accomplishments which you have achieved? (Elicit answers) We are going to make some Success Trees today so that we can show others some of our accomplishments."

ACTIVITY:

Pass out construction paper, paste, and scissors. Have the students draw a large tree on a piece of construction paper. Then have them cut out leaves from another piece of construction paper. On the leaves, instruct the children to write a word or draw a picture of their accomplishments. Paste leaves on the tree. (With younger students you may want to use a pattern for the tree and leaves.)

Have the children draw clouds above the tree. In these clouds, have them write in words or draw symbols of things they would like to accomplish.

CLOSURE:

"Who would like to share their picture with us? Which accomplishment are you most proud of? Are there some accomplishments that you share with others? What are some accomplishments you hope to have in the future? How will you learn to do those things?"

SUMMARY:

"We have all learned to do many things. It usually takes practice to accomplish new things. But, it is a good feeling when we do."

ASSIGNMENT:

"Share your picture with members of your family."

UNIT: 6

SESSION: 2

PURPOSE:

Students will identify situations in which practice has improved a skill.

MATERIALS:

"How I Feel I Am Doing" worksheet.

INTRODUCTION:

Begin by saying, "We learn to do many things at school. Some are related to subjects like reading and math and others are skills that help us get along with others. Today, we are going to think about ourselves. We may feel proud of the areas we do well in and wish to improve in other areas."

ACTIVITY:

Distribute "How I Feel I Am Doing" worksheet to each student. Instruct students to color their petals red if they really feel good about a particular area, yellow if they feel pretty good about it, and blue if they feel not so good about it. Ex. If a student feels good about what he/she is doing in math, then the student would color the math petal red.

CLOSURE:

"Which petals did you color red? yellow? blue? How did you become successful in those areas you colored red? How much practice did it take to become successful in those areas? If there are areas you would like to improve, what steps can you take to do that? Will practice help to improve those areas?"

SUMMARY:

"There are many skills that we do well. Usually it takes practice to do something well. If there are areas you would like to improve, practice may be step to improvement."

ASSIGNMENT:

"Take some extra time this week to practice a skill you are good in and well as one you would like to improve."

"HOW I FEEL I AM DOING"

UNIT: 6

SESSION: 3

PURPOSE:

Students will identify situations in which making mistakes becomes a learning experience.

MATERIALS:

Optional: Draw or collect a set of different drawings showing children doing things that are purposefully drawn wrong, such as a child walking in the rain holding his umbrella upside down, a child writing with his eraser, or a child walking on the ceiling, etc.

Use stories or filmstrips which illustrate people making mistakes and learning from them. Possible sources:

1. The Witch Next Door, Norman Birdwell
2. Harold and the Purple Crayon, Crockett Johnson
3. Amelia Bedelia, Peggy Parish

INTRODUCTION:

Begin by saying, "Look at these pictures. Who can tell what is wrong in each picture? (Elicit responses.) Has anyone ever made a mistake? Did you ever fall off of a swing? Did you ever fall off a bike? Was it a mistake? What happens when you are learning a new game? Do you make lots of mistakes? How do you feel when you make a mistake? Suppose nobody made mistakes. What might happen? (We might not try anything new, or we might not feel as good when we finally learned how to do something.)"

ACTIVITY:

Share with the students a story about making mistakes and learning from them. (See suggestions under materials.) After sharing, have the students share their experiences regarding "A time I made a mistake and learned from it." This can be done with the whole class or small groups.

CLOSURE:

"Did you make a mistake that was similar to someone else? How do we learn from mistakes? Is making a mistake a good thing? Why or why not?"

SUMMARY:

"Many times when we make mistakes we become angry with ourselves and give up trying. We've learned today that sometimes making mistakes can be a learning experience."

ASSIGNMENT:

"When you make a mistake this week, think about what you can learn from it."

UNIT: 6

SESSION: 4

PURPOSE:

Students will identify effective/ineffective ways to study.

MATERIALS:

"Ways to Study" worksheet.

INTRODUCTION:

Begin by saying, "Today we are going to talk about useful ways to study. What does it mean to study? Why is it important? (Elicit responses.) To study means that you have decided to learn something new. How do we go about studying? Some of you may have very good study habits and some of you may need to learn how to study. You're going to meet Mr. Study-Seal who has some suggestions about studying."

ACTIVITY:

Distribute "Ways to Study" worksheet and go over items with students. Relate items on the worksheet to personal study habits of individual students.

CLOSURE:

"Which ideas would be most helpful to you when you study? Do you need to change any of your study habits? Why is it important to study?"

SUMMARY:

"We have talked today about the helpful things you can do to improve your study habits."

ASSIGNMENT:

"Take your study sheet home and hang it near your study area as a reminder."

## MR. STUDY-SEAL'S 9 WAYS TO FIND SEAL-SUCCESS

### FLIPPERS UP

1. Plan your study time carefully
2. Be fresh not tired or hungry
3. Have everything you need before you start to study
4. Have good lighting
5. Work where it is quiet
6. Always use the same work area
7. Rest between assignments
8. Check your work for mistakes
9. When finished put it where you see it going out to school

**********

### FLIPPERS DOWN

1. Forgetting to bring work home
2. Depending on others to do your work
3. Daydreaming away your time
4. Give up easily when stuck
5. Rush to work late at night
6. Stop in the middle to play
7. Listen to TV/Music and studying
8. Forgetting to bring work to school

UNIT: 6

SESSION: 5

PURPOSE:

Students will evaluate personal study skills.

MATERIALS:

"Score Your Study Habits" worksheet.

INTRODUCTION:

Begin by saying, "We have been thinking about ways to study. Last session we looked at helpful suggestions for studying at home. We also need to study here at school. Mr. Study-Seal is here again this session to help you score your study habits."

ACTIVITY:

Distribute the "Score Your Study Habits" worksheet. Instruct students to place a check in one column for each numbered statement. Assist students in totaling their score at the bottom of the worksheet. Discuss each item to facilitate students' understanding.

CLOSURE:

"Who would like to share something they learned from this activity? Which items on the checklist do you do well in? Which need improvement? What would it take for you to improve in those areas?"

SUMMARY:

"Today you have had a chance to think about your study habits. You can see from your checklist which areas are your strengths and which need improvement."

ASSIGNMENT:

"Set a goal this week to improve one of the items from your checklist."

## "SCORE YOUR STUDY HABITS!"

| | | Always | Most of the time | Some | Not Often | Never |
|---|---|---|---|---|---|---|
| 1. | I make up a study schedule ..... | | | | | |
| 2. | I follow my schedule ..... | | | | | |
| 3. | I write down each day's assignments ... | | | | | |
| 4. | I review the last lesson before starting the next ..... | | | | | |
| 5. | I begin to listen and work in class and not waste time ..... | | | | | |
| 6. | I do my homework before TV or social activities ..... | | | | | |
| 7. | I keep working until I am finished ..... | | | | | |
| 8. | I read different parts of my lesson more than once ..... | | | | | |
| 9. | I complete every assignment ..... | | | | | |
| 10. | I look up new words in my dictionary ... | | | | | |
| 11. | I study in a quiet place at home ..... | | | | | |

**********

SCORE: Each mark in the Always column counts 10 points.
Each mark in the Most of Time column counts 8 points.
Each mark in the Some column counts 5 points.
Each mark in the Not Often column counts 1 points. Zero column = 0 point.

RESULTS: 100 excellent; 85-75 good; 50-75 needs help!

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Intermediate GOAL(S): 6 School Success Skills

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.

Session 1: Time Wheel
PURPOSE: Students will demonstrate time management through the use of a wheel.
Materials used (filmstrips, films, kits, etc.) "How I Spent My Day," "What Did You Do Yesterday?", Summary questions worksheets.

Session 2: Ways to Study
PURPOSE: Students will identify effective/ineffective ways to study.
Materials used (filmstrips, films, kits, etc.) "Ways to Study" worksheet

Session 3: Personal Study Habits
PURPOSE: Students will evaluate personal study skills.
Materials used (filmstrips, films, kits, etc.) "Study Habits" worksheet

Session 4: ABC's of Test Taking
PURPOSE: Students will identify basic techniques for test taking.
Materials used (filmstrips, films, kits, etc.) "ABC's of Test Taking" worksheet

Session 5: Stress Situations
PURPOSE: Students will identify stressful school situations and strategies useful in resolving such situations.
Materials used (filmstrips, films, kits, etc.) None.

Session 6: Tip of the Day
PURPOSE: Students will identify effective study skills for use in and out of school.
Materials used (filmstrips, films, kits, etc.) "Study Skills" worksheet

UNIT: 6

SESSION: 1

PURPOSE:

Students will demonstrate time management through the use of a wheel.

MATERIALS:

"How I Spent My Day," "What Did You Do Yesterday?" worksheets. Incomplete sentence handout.

INTRODUCTION:

Begin by saying, "Have you ever wondered how you spend your time each day. For example, how much time do you spend on school, sleeping, eating, playing, working with hobbies, or watching TV. Of course each of us uses our time differently because we have different interests and also different demands on us. Today we're going to plot our day on a 'wheel' so that we can see how we spend our time during a typical day."

ACTIVITY:

Distribute the handout, "What Did You Do Yesterday?" and have the students complete it. Provide assistance if needed. After these are completed, distribute the "How I Spent My Day" handouts. Explain that there are 24 segments, one for each hour of the day. Have the students write in each segment how they spent their time. (For example, if a student spent 6 hours sleeping, write "sleeping" in 6 of the segments. When the students have completed their wheels, ask for volunteers to share their results. After sharing distribute the incomplete sentence handouts for the students to complete. If time permits, these can be discussed or they can be taken home to share with their families.

CLOSURE:

"Did you find areas where you felt too much time was being spent? Too little? Was it difficult to account for every hour? Are there some ways your time could be used more effectively?"

SUMMARY:

"Using a time wheel helps us to visualize the way we spend our day. It also provides us with a way to manage our time better should we choose to do so."

ASSIGNMENT:

"Take your 'wheel' home with you and share it with your family. You might want to use this idea to chart your time spent on a weekend day."

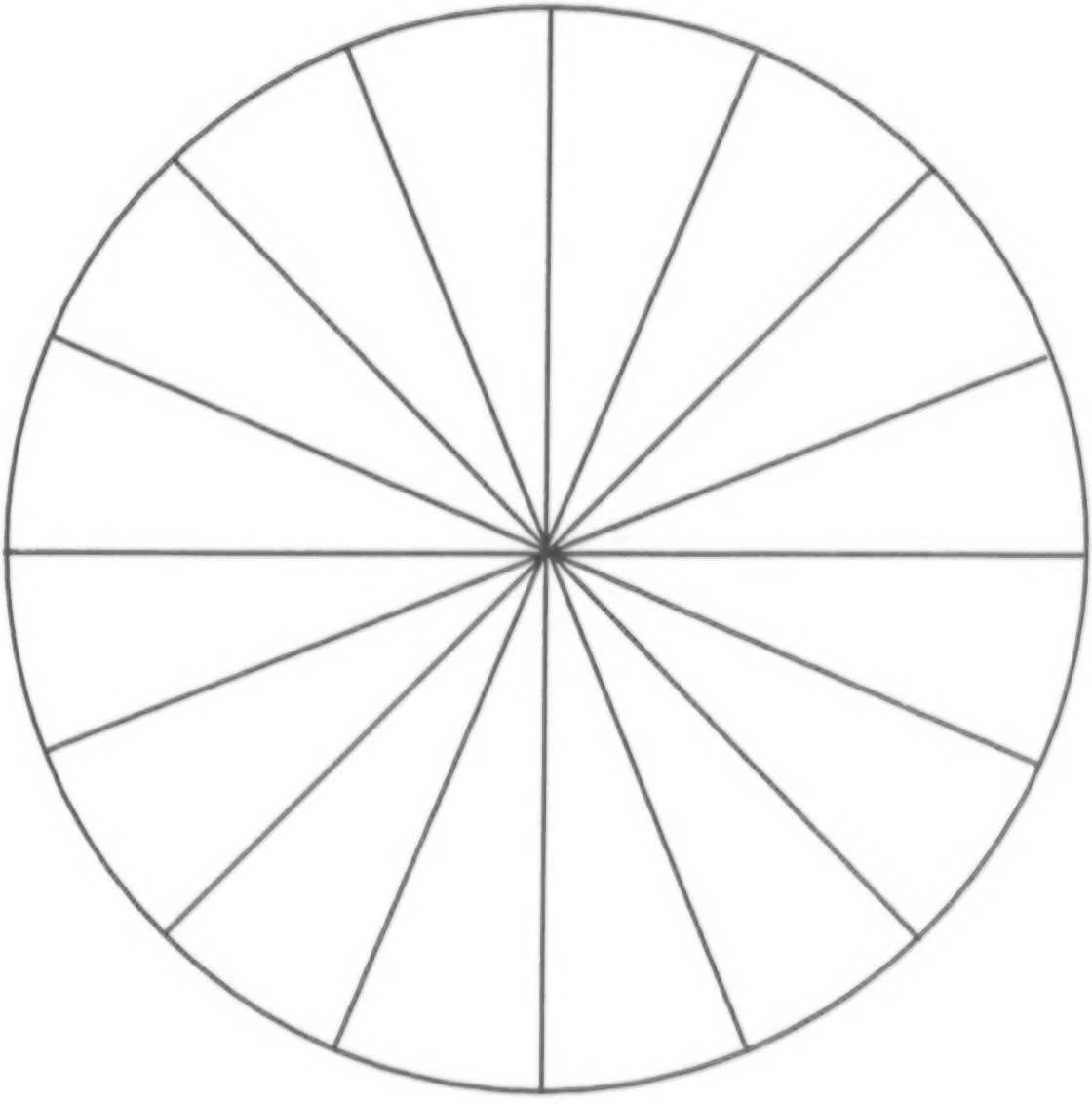
## WHAT DID YOU DO YESTERDAY?

1. How many hours did you SLEEP? _____
2. How many hours did you spend at SCHOOL? _____
3. How many hours did you spend on HOMEWORK? _____
4. How many hours did you spend with FRIENDS after school? _____
5. How many hours did you spend with your FAMILY, including meal times? _____
6. How many hours did you spend ALONE? _____
7. How many hours did you spend on CHORES around the house? _____
8. Others (list) _____

TOTAL HOURS (This should equal 24 hours since there are 24 hours in a day.) _____

NAME: _____

HOW I SPENT MY DAY



COMPLETE EACH OF THE FOLLOWING QUESTIONS:

1. I learned that I spend the most hours _____

_____.

2. I learned that I spend the least amount of hours _____

_____.

3. The thing I liked the best about this activity was _____

_____.

4. The thing I liked the least about this activity was _____

_____.

5. What I learned most from the activity was _____

_____

UNIT: 6

SESSION: 2

PURPOSE:

Students will identify effective and ineffective ways to study.

MATERIALS:

"Ways to Study" worksheet. Chalkboard

INTRODUCTION:

Begin by saying, "How many of you have ever had homework?" Initiate discussion by asking:

"What kind of homework do you have?
What is your favorite homework?
What is your least favorite kind of homework?
How do you do your homework?
How do you know what to do?
What helps you in doing your homework?
What methods work best for you?
How do you feel when you have to do homework?
How do you remember to get your homework back to school on time?"

ACTIVITY:

As the students provide answers to the questions, list them on the chalkboard. Use them to discuss the various ways in which people study. After the discussion, distribute the handout, "Ways to Study" and go over the items. Encourage the students to use as many of the "good" ways to study as possible.

CLOSURE:

"Why is it difficult to study if you are too tired or it is too late at night? Have you found some better ways of studying? What are they? Why is it important to learn to study as efficiently as possible?"

SUMMARY:

"We can see that there are good and bad ways to study. Identifying these ways helps us to be more effective in completing homework as well as studying at school."

ASSIGNMENT:

"Take your 'Ways to Study' home and put it up near your study area to serve as a reminder of 'good' ways to study effectively."

# WAYS TO STUDY

| GOOD | BAD |
|---|---|
| 1. Always use the same place and time. | 1. Listen to music or T.V. while working. |
| 2. Be sure to work where it is quiet. | 2. Stop in the middle of work to play. |
| 3. Have everything you need before you start. | 3. Work too late at nigh. |
| 4. Make sure you are not hungry or tired. | 4. Forget to bring your work home. |
| 5. Have good lighting. | 5. Give up too easily. |
| 6. Plan your time carefully. | 6. Daydream instead of work. |
| 7. Rest between subjects. | 7. Forget to bring your work back to school. |
| 8. Check your work when you are finished. | 8. Depend on others to do your work for you. |
| 9. Put whatever you need for school the next day where you will be sure to see it. | |

UNIT: 6

SESSION: 3

PURPOSE:

Students will evaluate personal study skills.

MATERIALS:

"Study Habits" worksheet for each student.

INTRODUCTION:

Begin by saying, "In the last sessions, we talked about ways to use our time wisely and good and bad study habits. Today we are going to use a rating chart to evaluate our own study habits. Since we are all different, we do things in various ways. For example, how many of you take time to organize your homework and if you do, how do you go about it?" (Elicit responses)

ACTIVITY:

Distribute the "Study Habits" worksheet and provide the students with enough time to complete them. Instruct them to tally the results in accordance with the scoring at the bottom of the page. Provide assistance if necessary. Ask for volunteers to share their charts.

CLOSURE:

"Did you find that you checked 'almost always' for most of the areas? In which areas did you check 'very seldom'? Are there some areas you believe you will have difficulty in changing? Do you plan to try to improve your study habits?"

SUMMARY:

"Using a self-rating chart is a good way to evaluate one's study habits."

ASSIGNMENT:

"Select one area in which you feel you need improvement and write a goal for making that improvement."

## STUDY HABITS

### A SELF-RATING CHART FOR YOUR STUDY HABITS

Read each of the following questions carefully and put a cross (x) in the column that makes the truest statement about yourself.

| | Almost Always | Sometimes | Very Seldom |
|---|---|---|---|
| 1. Do you make a budget or schedule of your study time? | | | |
| 2. Do you follow it? | | | |
| 3. Do you write down or take carefully each day's assignments? | | | |
| 4. Do you review the last lesson before you start the next? | | | |
| 5. Do you begin your work at once without wasting time? | | | |
| 6. Do you do your homework before watching T.V. or participating in social activities? | | | |
| 7. Do you stick to each lesson until it is finished? | | | |
| 8. Do you keep your mind constantly on your work without daydreaming? | | | |
| 9. Do you read difficult parts of your lessons the second time? | | | |
| 10. Do you make written outlines or take written notes when you read your lessons? | | | |
| 11. Do you finish ALL of every assignment? | | | |
| 12. Do you look up all new words? | | | |
| 13. Do you study in a quiet place at home? | | | |
| T | | | |

NOW SCORE YOURSELF AS DIRECTED

Each cross in the Almost Always column counts 10.
Each cross in the Sometimes column counts 5.
Each cross in the Very Seldom column counts 0.

120-130 = Good Study Habits, 110-119 = Satisfactory, Below 110 HELP!

UNIT: 6

SESSION: 4

PURPOSE:

Students will identify basic techniques for test taking.

MATERIALS:

"ABC's of Test Taking" information sheet.

INTRODUCTION:

Begin by saying, "Taking tests, any kind of a test creates problems for many of us. Let's take a few minutes and talk about some of the problems that tests cause us. (Initiate a discussion using some of the following questions--add any others that might be pertinent.)

How many of you like to take tests?
How many of you do well on tests?
Are there times you do not feel prepared to take a test? Why?
Why are tests necessary?
Are there better ways to evaluate what one has learned than by taking a test? What are they?
What is the most difficult part of taking a test?
How many of you get upset or become ill when you have to take a test?
What is 'stress'?"

ACTIVITY:

Distribute the "ABC's of Test Taking." Discuss and give examples of each item on the list. Ask the students to keep this information in their notebooks so they can refer to it before a test.

CLOSURE:

"What ideas that we have discussed today have been most helpful? Were there some new things you learned about taking tests? Will you use some of these ideas when you take your next test?"

SUMMARY:

"Many of the concerns we have about taking tests can be alleviated by using some of the techniques we have learned today."

ASSIGNMENT:

"Before you take your next test, review your 'ABC's of Test Taking' and see if it helps you to do better."

## ABC's of Test Taking

Attitude - Think positive, do not panic.

Be Ready - Have all the materials (#2 pencils, scratch paper) you need.

Carefully mark your answer sheet. Make sure all numbers of questions match the number of the answer you mark.

Directions are important. Sometimes part of the test itself is whether or not you can follow directions.

Easy - Answer the easy questions first. Skip the hard questions and come back to them. They can use up valuable time, leaving you without enough time to answer the questions you do know.

Finish - When you finish, go back and check your work. It may help you spot a careless error.

Guessing - is o.k. if you know how. 1) Read all the answers. 2) Decide which ones are obviously wrong. 3) Choose your "best guess" from the answers left.

Help - If you don't understand the instructions, ask your teacher for help. Don't count on your friends for "help" - they don't know any more than you do, and may know less!

If you work too fast, you make stupid mistakes.

Judge the right speed for yourself, but don't waste time looking around or daydreaming.

Key Words - Only, Always, All and Never mean "with no exception." Most, Generally, and May mean "some exceptions may be possible."

Look for Meanings. If you find a word you don't understand, look at the words around it. Sometimes this will give you a clue as to the meaning of the word.

Mistakes should be erased very carefully, the computer may not know that you changed your mind.

Never give up. A quitter has yet to pass a test.

Only one bubble per line, one answer per question.

Pay attention to what you are doing; not to other kinds in the room.

Quiet - Your consideration during a test may mean the difference for other students still taking the test.

Relax - Anxiety has lowered more test scores than ignorance.

Stray Marks - It may look like art to you, but the computer thinks its just another wrong answer.

Time - Check to see how you are doing. You may want to work faster.

Understand - After reading the question, stop and think about what is being asked. If you are not sure after the second reading, go on to the next question.

Valuable information about what you already know and need to learn can be found out through testing.

Wrong - ways to mark an answer sheet:

71. A B C D
72. A B C D
73. A B C D
74. A B C D

eXtra effort is worth it!

You can make a better score if you know these ABC's.

Z - End.

**GOOD LUCK!!!**

UNIT: 6

SESSION: 5

PURPOSE:

Students will identify stressful school situations and strategies useful in resolving such situations.

MATERIALS:

Relaxation tapes, if available. If not, a tape with some very quiet music would be helpful.

INTRODUCTION:

Begin by saying, "Sometimes, when you are asked to do things by your teacher you think are too hard, you get a 'nervous' feeling. Maybe your stomach starts to hurt or you start to perspire. Perhaps you bite your nails or twist your hair. These feelings are called 'stress'. Everyone, both children and adults, experience 'stress' at one time or another. In fact, some stress is beneficial. However, when we have too much 'stress' we can't do our best. We feel 'uptight' and things do not seem to go right. When this happens, we need to find some ways to relax and help the 'stress' feelings go away. Today we are going to do some exercises together that will help you relax.

ACTIVITY:

(If you are using a relaxation tape, ask the students to follow the directions on the tape. If not, use the following exercises.)

Turn off the lights and play some quiet music. Say, "First, we will learn to recognize when our bodies are uptight. Try this: Make two fists, squeeze as hard as you can, hold them while you count to five in your head, then slowly let your fingers unfold--see how different it feels when your hands are open than when they are tight."

Do the following exercises with the students. Say,

1. "Bring your shoulders up until they almost touch your ears. Hold them there while you silently count to 5, then slowly let them back down.

2. Make a very tight, angry face (all 'scrunched' up). Hold for a count of 5, then let your face melt into a quiet, relaxed, restful face.

3. Pull in your stomach muscles as tightly as you can. Hold your breath and your stomach muscles while you count to 5 in your head, then let go.

4. Take a deep breath very slowly. Count silently to 5 while you do this. Then slowly let the air out through your mouth while you feel your body relaxing more and more.

5. Start at your toes and tighten and release your muscles as you move up your body to your neck. When you get to your neck, tighten your whole body, hold it for the count of 5, then relax."

Conclude this activity with a discussion if time permits.

CLOSURE:

"How many of your have had some stressful school situations?" If tests are a problem, do you believe some of these relaxation techniques will help you? Will you try some of these the next time you have to take a test? Are there other times when you think these exercises might be of help?"

SUMMARY:

"Everyone experiences stressful situations, both adults and children. However, by finding strategies to cope with them, we can minimize the stress."

ASSIGNMENT:

"The next time you have to take a test or have a stressful situation, try some of the strategies we have talked about today."

UNIT: 6

SESSION: 6

PURPOSE:

Students will identify effective study skills for use in and out of school.

MATERIALS:

"Study Skills" information sheet, chalkboard, pencils, paper and crayons.

INTRODUCTION:

Begin by saying, "We have been talking about many ways to improve our study skills. Today we are going to divide these ideas into four parts. They are organization, listening, homework and time planning. Let's take a few minutes and discuss each of these ideas. What are some things we can do to get better organized, be better listeners, get our homework done and plan our time better?"

(List each of these categories on the chalkboard and brainstorm with the students their ideas.)

ACTIVITY:

Divide the class into four groups representing each of the categories listed above. Ask the students to review the information sheet as well as the ideas on the chalkboard (some may be the same). Have the students draw pictures illustrating the ideas for their category. When the pictures are complete, share them with the entire class and place them on a "Study Skills" bulletin board.

CLOSURE:

"Do you believe some of these study skills will help you in school? Can you use some of these ideas in other ways not in school? How?"

SUMMARY:

"Effective study skills help us in school and can be useful in other ways as well."

ASSIGNMENT:

"During the weeks to come, try to use some of the skills you have learned to improve your school work."

# TIP OF THE DAY
# STUDY SKILLS

## ORGANIZATION

1. Be prepared! Have a place for your materials so that you always know where they are. Have pencils sharpened and handy before you begin the day.

2. Organize your desk! Each time you put something in it, know exactly where it goes. Avoid "stuffing." Start today by having a complete clean-out and fix-up.

3. Everything has a place! Know where you always put your math book, your spelling sentences, your work to take home.

4. Directions are important! Take the time to really read and understand each direction even if you know what to do.

5. Proofread your work! Check over it, see if it makes sense.

## LISTEN

1. Listen with your whole body! Look right at the person who is talking. Turn your body toward the speaker, watch them as they speak. Keep your legs and hands still. Try to be interested in what the person is saying. You will learn more and you will also show that person that they are an important human being.

2. Ask questions! Try to understand what the person is saying. When the person says something you do not understand, put your hand up and ask about it.

3. Write it down! Write down anything you think you might forget.

4. Concentrate! Save other thoughts for times when you are not listening and think about what the person is saying.

5. Listen to directions! Listen to understand each step.

## HOMEWORK

1. Schedule a time to study! Find out what time you study best and stick by that time.

2. Study where you can concentrate! You can get homework done in a very short time if you do it away from T.V., conversation, etc. and without stopping for distractions.

3. Think before you leave school! Think of each subject and decide if you need to take anything home for that subject. An assignment notebook to jot things down in during the day can help if you have trouble remembering.

4. Set a time limit to study! See how long you can concentrate - you might use a timer to set a time to really concentrate and then give yourself a break or a reward at the end of the time.

5. Have a special place for homework! When your homework is finished, put it in a special place and you will always have it ready to take to school.

**TIME PLANNING**

1. Set goals for yourself! Decide what you have to do and how much time you have to do it in.

2. Do what is important first! If everything is important, it may be best to do the things that are the most unpleasant first, so that they will be out of the way.

3. Make each minute count! A few minutes of real concentration is worth more than hours of half attention.

4. Plan your day! The more organized you are, the less time you waste, and the more time you can schedule for things you like to do.

5. Reward yourself! When you are able to complete a goal, reward yourself with a few minutes of "free time," a star on your paper, a few minutes of daydreaming or something pleasant. allow yourself to feel proud.

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Primary GOAL(S): 7

Number of sessions for this unit: 5
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.

Session 1: Economic Awareness
PURPOSE: Students will identify within the home unit what is available regarding "needs" and "wants."
Materials used (filmstrips, films, kits, etc.) _____

Session 2: Community Workers
PURPOSE: Students will identify roles of community workers.
Materials used (filmstrips, films, kits, etc.) _____

Session 3: _____
PURPOSE: Students will demonstrate how education relates to the world of work.
Materials used (filmstrips, films, kits, etc.) _____

Session 4: _____
PURPOSE: Students will identify steps necessary to complete a task.
Materials used (filmstrips, films, kits, etc.) _____

Session 5: _____
PURPOSE: Students will identify the need for responsibility in completing work tasks.
Materials used (filmstrips, films, kits, etc.) _____

UNIT: 7

SESSION: 1

PURPOSE:

Students will identify within the home unit what is available regarding "needs" and "wants."

MATERIALS:

Objects to display - i.e., food, clothing, toys, etc.; paper, scissors, old magazines, crayons.

INTRODUCTION:

Begin by saying, "Let's think about some things that you have in your home. For example, in my home I have a refrigerator, some chairs, and beds. What are some things that you have in your home. Let's make a list on the board. (Elicit answers) Many of these things we have in our homes are things that we need in order to live and be healthy. Other things we own are things we want or enjoy. Which of the things we have listed on the board are 'needs'? Which are 'wants'? (Address items listed on board and determine with the group why each item fits the given category.)"

ACTIVITY:

Using newsprint, have the students fold the paper in half. On one side have them draw an item they would like to have "want" and on the other side some thing they must have "need." If time permits, cut out pictures from magazines relating to needs and wants. Arrange pictures drawn by students or cut from magazines on poster board or bulletin board.

CLOSURE:

"Why are some of the 'needs' and 'wants' we have different? What is the difference between a 'need' and a 'want'? How do we fulfill our 'needs' and 'wants'?"

SUMMARY:

"We have learned that many things that belong to us are things that we need and some are things we want. Most of these 'needs' and 'wants' are provided by our family."

ASSIGNMENT:

"You might like to bring pictures of 'needs' and 'wants' from home to place on the bulletin board."

UNIT: 7

SESSION: 2

PURPOSE:

Students will identify roles of community workers.

MATERIALS:

Crayons, paper, paste, scissors, pictures of community workers, Hat patterns, Gator's Worker Puzzle.

INTRODUCTION:

Begin by saying, "Today we are going to be talking about community workers. Can anyone tell what a community is? (Elicit answers) That's right, it's a place where many people live and work together. We live in a community. What kinds of workers do we have that serve our community? (Elicit titles of workers around the community - fire, mailman, police, hospital, garbage, teacher, etc.)." Display a picture of a community worker and ask the students what he/she does and how he/she helps the community.

ACTIVITY:

Have students make hats from patterns. Choose students to role play specific workers. Give a situation for students to role play specific workers. Give a situation for students to role-play. (Have mail carrier deliver mail, etc.) Discuss with students the importance of each workers role and the service they provide.

Additional activity: Use Gator's Worker Puzzle. Cut and paste activity to match puzzle pieces to the correct beginning sound. Identify workers by pasting each shamrock to the correct "who is..."

CLOSURE:

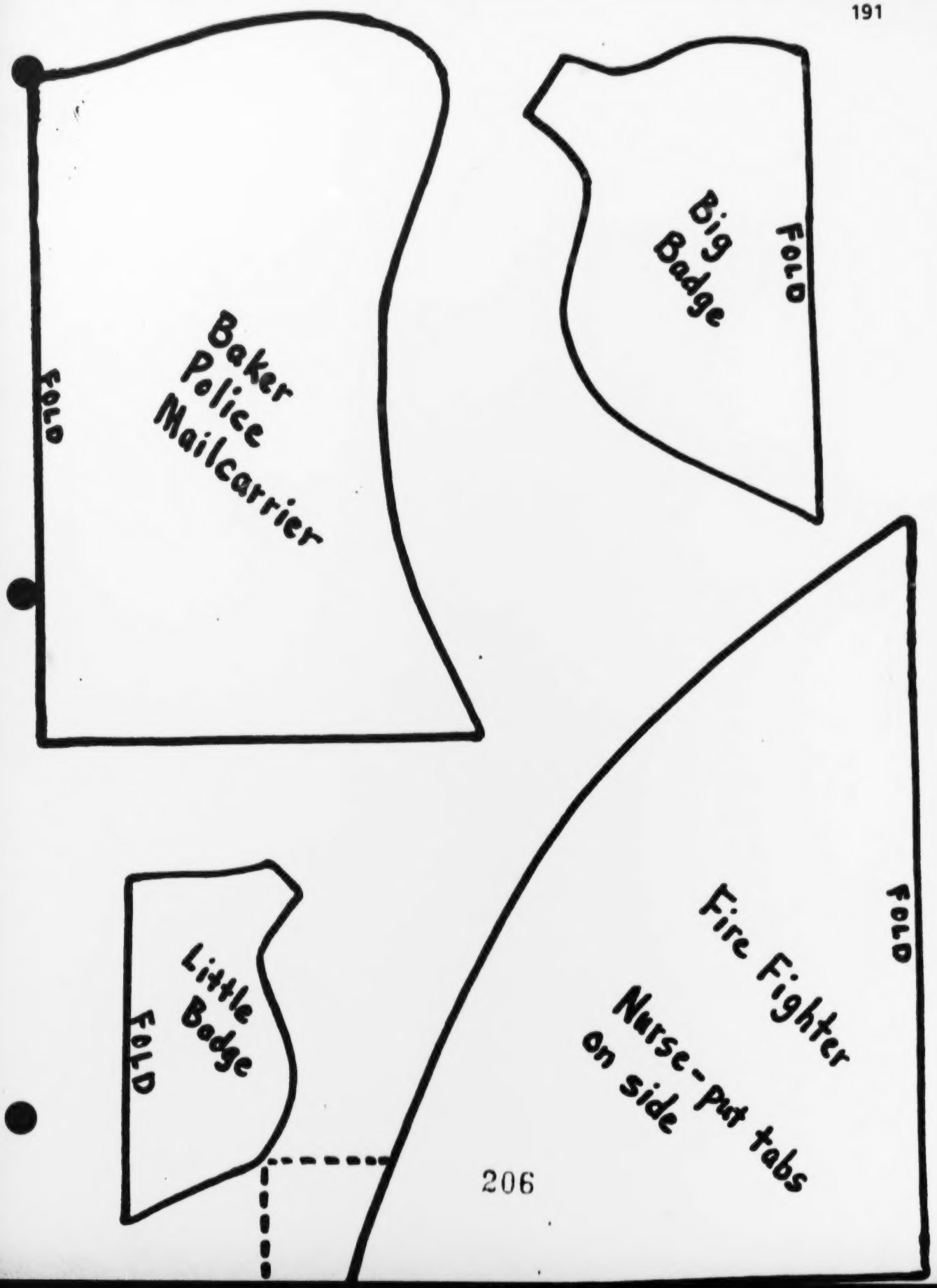
"Who can name some of the community workers we've talked about today? What are some of the different services provided by the workers in our community? Why are they important?"

SUMMARY:

"We have seen how the workers in our community help take care of us and make it a better place to live."

ASSIGNMENT:

"Share your hat and puzzle with your family. Find out if anyone in your family is a community worker."


Baker
Police
Mailcarrier
FOLD
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Big
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FOLD
Little
Badge
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Fire Fighter
Nurse - put tabs
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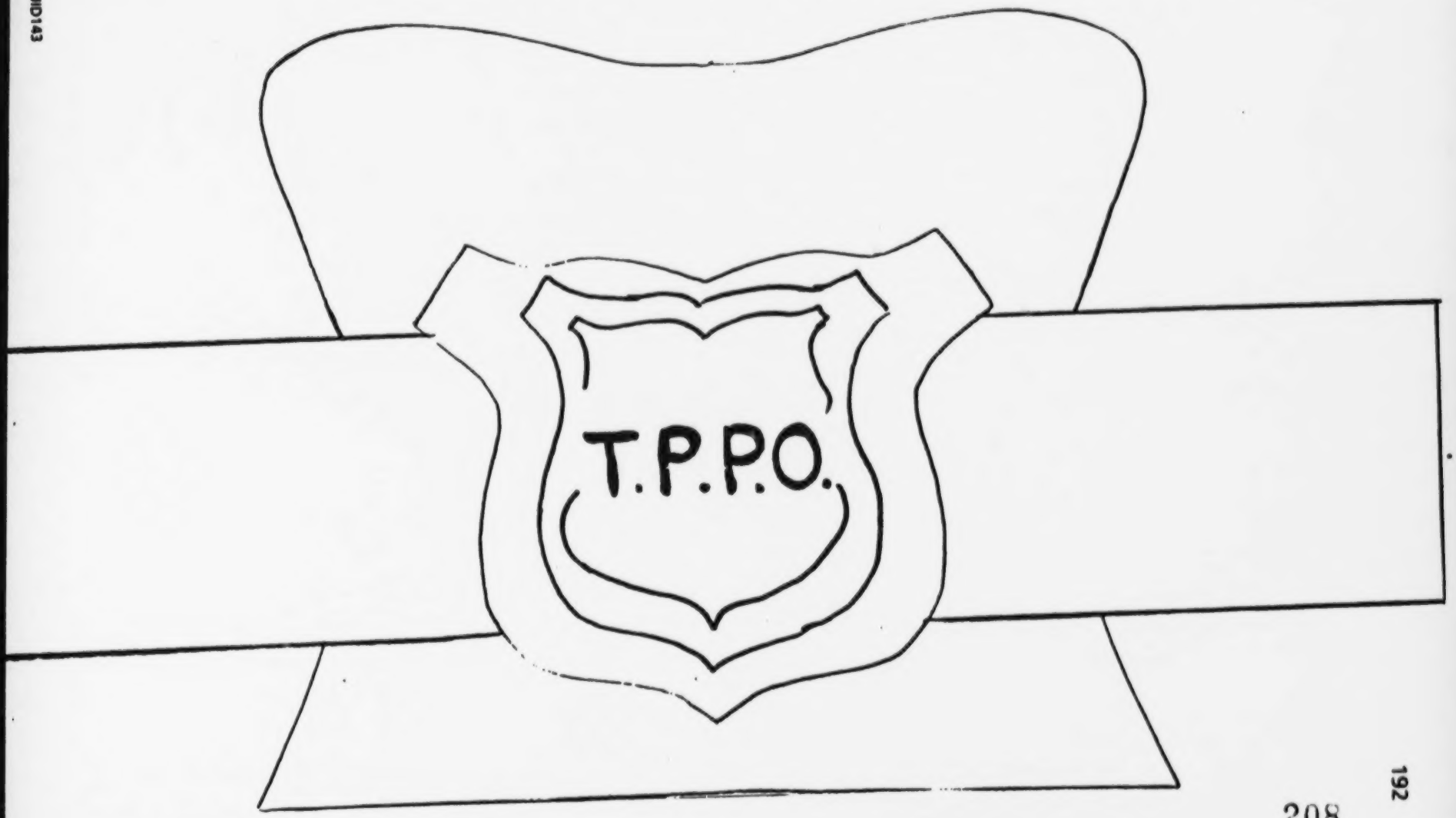


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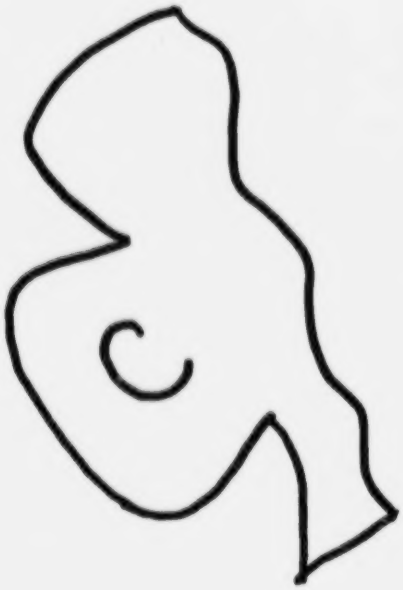
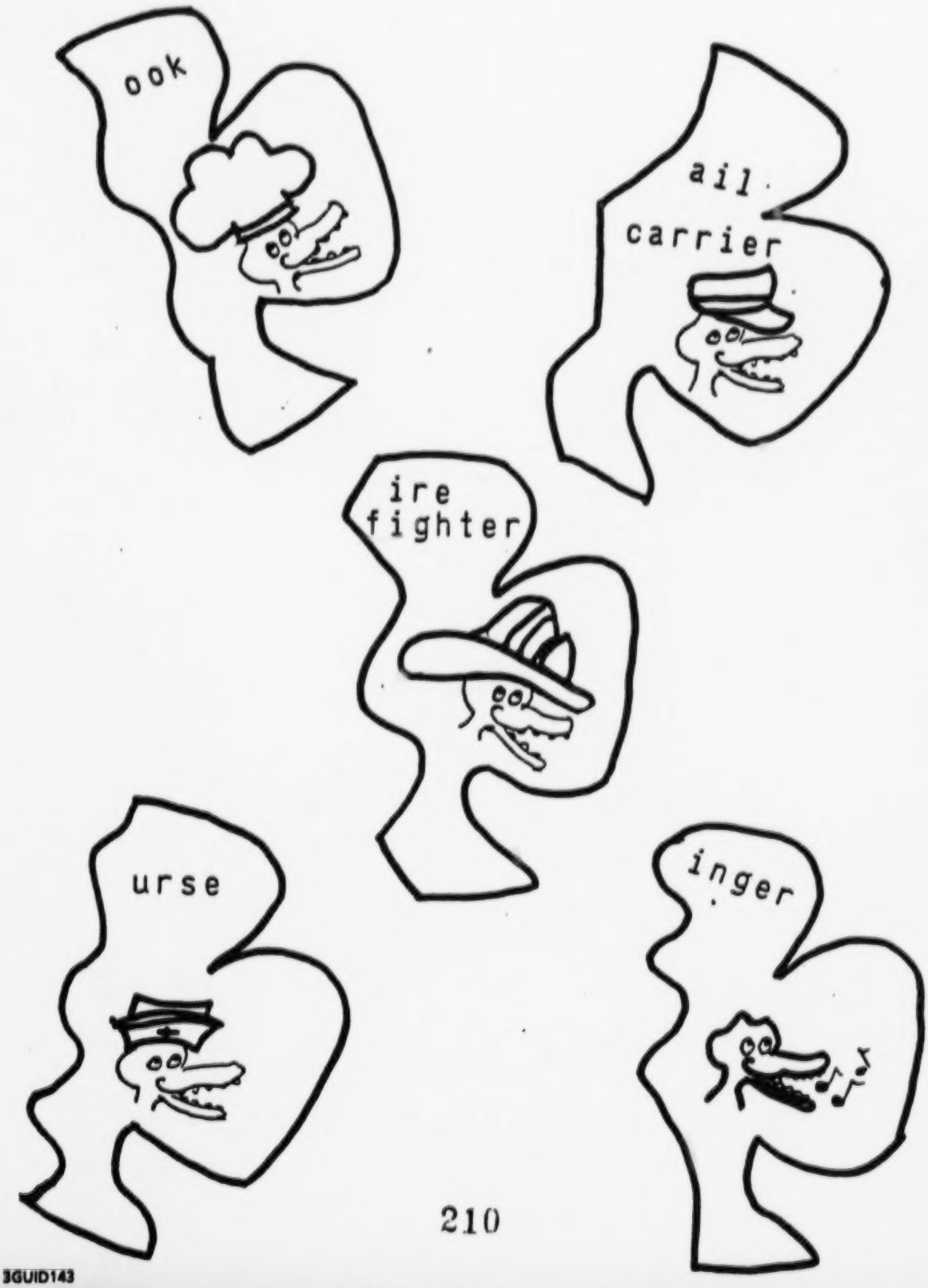
## GATOR'S WORKER PUZZLE

By carefully cutting out the shamrocks, you can match the puzzled pieces and also the beginning sound.

Identify each worker by pasting on "Who is...?" handout.



GATOR'S WORKER PUZZLE (CONTINUED)



# WHO IS?

**WHO BRINGS MAIL?**

**WHO HELPS US GET WELL?**

**WHO SINGS SONGS?**

**WHO FIGHTS FIRES?**

UNIT: 7

SESSION: 3

PURPOSE:

Students will demonstrate how education relates to the world of work.

MATERIALS:

Blackboard.

INTRODUCTION:

Begin by saying, "What are some things we are learning here at school? (Elicit responses) That's right, we are learning to read, write and do math. Do adults need to know how to do these things? Workers use what they learned in school to do their job. Let's think about some different kinds of jobs. I'm going to list them on the board as you tell me. (Elicit substantial number and variety of responses.)"

ACTIVITY:

Using the list of different occupations from the board, have students place an "R" beside each one that requires some reading, and an "M" beside each one that requires some math. Discuss with students the relationship between their interest in a particular school subject(s) and future occupations.

Have students role play a day in the life of a worker and discuss relationships between what the worker needs to know and what the class is learning in school."

CLOSURE:

"Why is it important to learn reading and math in school? How might other things you're learning in school be important in a job? Do any of the jobs/careers we've listed on the board interest you?"

SUMMARY:

"Today we have seen that the things you are learning in school right now you will also use one day when you have a job/career."

ASSIGNMENT:

"Ask member of your family what skills they learned in school that they use in their work."

UNIT: 7

SESSION: 4

PURPOSE:

Students will identify steps necessary to complete a task.

MATERIALS:

Paper, markers, magazines, crayons, scissors, paste construction paper, activity sheets.

INTRODUCTION:

Begin by saying, "We have been learning about workers that serve our community. But there are many other types of jobs that you may find interesting. Today we are going to begin making our own ABC book - all about jobs. What do you think it will take to make this book? (Elicit answers) That's right, we have a big job and we will have to do several things to complete it. The first thing we have to do is name the letters of the alphabet."

ACTIVITY:

Write one letter of the alphabet on a sheet of paper. Show the letter to students and ask them to name some jobs/careers which begin with the given letter. Choose students to write or draw or paste a picture under each given letter. Continue until all letters have been used. Choose someone else to design a cover sheet. Assist other student (if necessary) in printing name of occupation above or below the picture. Have students put pages in ABC order. Staple or bind together to make the "ABC Careers" book. Stress with the students the importance of each student completing his/her task in order to complete the book.

CLOSURE:

"Did everyone complete their task? Is our ABC book complete? Why or why not? What steps did we follow in order to complete our book? What's your favorite part of the book?"

SUMMARY:

"We have learned today that completing a task takes a plan."

ASSIGNMENT:

"When you are given a task to complete, think of a plan to help you finish it."

| | | |
|---|---|---|
| is for actor | is for baker | is for cook |

A - art teacher, architect
B - bank teller
C - cashier, cook
D - dish washer, deep sea diver
E - engineer
F - florist, farmers
G - geologist, grocery worker
H - housekeeper
I - illustrator
J - judge, jockey
K - kennel worker
L - lawyer
M - minister, music teacher
N - nutritionist, nurse
O - orchestra conductor
P - photographer, police officer
Q - quilt maker
R - realtor, radio/repairer
S - social worker, shop keeper
T - therapist, teacher
U - urban planner, ukelele player
V - video technician, veterinarian
W - waiter/waitress
X - x-ray technician
Y - yogart-maker
X - zoologist, zoo keeper

UNIT: 7

SESSION: 5

PURPOSE:

Students will identify the need for responsibility in completing work tasks.

MATERIALS:

Story: "Little Red Hen" - Obtain from Media Center.

INTRODUCTION:

Begin by saying, "Last session we made an alphabet book. We all work together to complete the book. In order to have completed the book, each person was responsible for a part. Does anyone know what the word responsible mean? Yes, you can be counted on when you are responsible. Today, we're going to hear a story abut some animals. Listen to decide who is responsible and who is not."

ACTIVITY:

Read the story "Little Red Hen" and discuss animals responsible and irresponsible behavior.

Have students role-play situations from the story. Continue role-playing situations in the classroom where students show responsible and irresponsible behavior (i.e., cleaning centers in the classroom, completing a worksheet, etc.).

CLOSURE:

"What happened to the animals because they were not responsible in their work? What did the hen do to show that she was responsible? Should the hen have shared her bread? What are some things for which we are responsible?"

SUMMARY:

"Being responsible is important in completing a job. When we are responsible we feel good about ourselves and help others around us."

ASSIGNMENT:

"See how many ways you can show responsibility in the tasks you do this week."

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: Intermediate GOAL(S): 7

Number of sessions for this unit: 6
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

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Briefly describe the unit.
Session 1: Job Bingo
PURPOSE: Students will demonstrate knowledge of occupations.

Materials used (filmstrips, films, kits, etc.)

Session 2: What's My Line
PURPOSE: Students will demonstrate knowledge of occupations.

Materials used (filmstrips, films, kits, etc.) "Job Exploration Exercise" worksheet - Distribute one week in advance.
Session 3: Working Experiences
PURPOSE: Students will identify future jobs and places where they can find volunteer work to gain experience.
Materials used (filmstrips, films, kits, etc.) "Working Experiences" worksheet

Session 4: Goods and Services
PURPOSE: Students will define "goods" and "services" and identify how these relate to work.
Materials used (filmstrips, films, kits, etc.) "Goods and Services" worksheet

Session 5: Future Careers
PURPOSE: Students will identify careers which have changed or no longer exist and new career opportunities which may be established in the future.
Materials used (filmstrips, films, kits, etc.) Magazines, scissors, paste.

Session 6: Job Success
PURPOSE: Students will identify those qualities necessary to succeed in the world of work.
Materials used (filmstrips, films, kits, etc.) Activity sheets (2)

UNIT: 7

SESSION: 1

PURPOSE:

Students will demonstrate knowledge of occupations.

MATERIALS:

An advanced list of names of 30 occupations, Bingo worksheet.

INTRODUCTION:

Begin by saying, "We're going to begin today thinking about a large number of jobs of which we are aware. We're going to do that by playing Job Bingo."

ACTIVITY:

Prepare in advance a list of 30 names of occupations and keep this hidden. Distribute worksheets of 25 squares. Instruct students that on signal each student will begin writing the names of as many different occupations as he/she can think of, one in each block, until all the squares are filled. Wait until everybody is finished with the squares. Then read the previously prepared list slowly while each player crosses out on his/her own sheet the names of occupations as read. Anyone who gets five crosses in a row vertically, diagonally, or horizontally, calls "Bingo."

CLOSURE:

"What are some occupations you may have on your Bingo sheet that have not been called? By combining everyone's Bingo sheets, how many occupations have we listed in this game? What are some occupations mentioned that you had not heard of? Do any of these occupations interest you?"

SUMMARY:

"We've heard today of many occupations, some of which are familiar, some which are not."

ASSIGNMENT:

"You may be able to think of more occupations that we have not listed. Next week we will be playing a game called 'What's My Line'. In order for you to participate in this game, you will need to research an occupation during the next week. You may do this by talking with someone or checking materials in the Media Center. The worksheet which I'm passing out, will provide a guide for obtaining this information. Remember to have your worksheet ready for my next visit." (Elicit teacher assistance in promoting students participation in this activity.)

UNIT: 7

SESSION: 2

PURPOSE:

Students will demonstrate knowledge of occupations.

MATERIALS:

"Job Exploration Exercise" worksheet--distribute one week in advance.

INTRODUCTION:

Begin by saying, "Please take out your worksheets which I distributed last session. Hopefully, you found your research interesting. Today I would like to select four students as panel members, and one student who has completed his/her worksheet to be our guest worker. (If students do not have worksheets completed, assign a student an occupation.) These students will help us play 'What's My Line'."

ACTIVITY:

"Worker" assumes role of a job or occupation he/she would like to perform. Panel members try to guess what job the worker is thinking of by asking questions which can be answered by 'yes' or 'no' only. You might impose a time limit or allow each panel member only specified number of questions.

NOTE: Help your students understand that a negative response should not be dismissed. For example, in trying to establish with whom someone works, a member of the panel may ask, "Do you work with children?" The response may be, "No." This "no" should not be disregarded. Maybe the worker works with men only, women only, men and women, but not children. The panel members should not assume the worker doesn't work with people because of a "No" answer to "Do you work with children?"

VARIATION:

Student can appear before the panel holding a tool necessary in his/her occupation as a clue. Panel members must guess occupation.

You may use as many panel members and workers as time permits.

CLOSURE:

"Did you learn any new information about the jobs we discussed today? Did you enjoy the game?"

SUMMARY:

"Today we used a fun game to learn some of the skills and requirements of occupations in which you might be interested."

ASSIGNMENT:

"Talk with members of your family regarding skills and requirements of their occupations."

**TO BE DISTRIBUTED ONE WEEK IN ADVANCE**

## JOB EXPLORATION EXERCISE

Name of Job:

1. Required mental and physical skills: _____
2. Description of job environments: _____
3. Describe the typical day in this job: _____

   _____

   _____
4. List the training needed for this job: _____

   _____
5. Do I like the kind of work done on this job? _____
6. What experiences would help me prepare for this job? _____

   _____

   _____
7. What sources have I checked regarding this job? _____

   _____
8. Have I talked with my parents about this job? _____
9. Could I talk with someone who could give me more information about this job? _____

UNIT: 7

SESSION: 3

PURPOSE:

Students will identify future jobs and places where they can find volunteer work to gain experience.

MATERIALS:

"Working Experiences" worksheet, chalkboard or chart paper.

INTRODUCTION:

Begin by saying, "Many important services are dependent on volunteer help to maintain them. Can anyone tell me what a volunteer is? (Elicit responses) That's right, a volunteer is a person who works for other reasons besides money. They are not paid for the work they do. Let's brainstorm for a few minutes and name as many volunteers as we can." (The counselor may write these on the chalkboard or chart paper.)

Example:

A. Older students help in elementary classrooms.

B. People read books or tapes for use by blind people or the visually impaired.

C. Gray Ladies and Candystripers do volunteer work in hospitals.

D. Volunteers are used in organizations and service clubs; such as, Lions, Rotary, Kiwanis, Optimist or Jaycees; special projects to benefit the community and youth groups; such as, Boy Scouts and Girls Scouts.

E. ADDitions volunteers are used in many schools.

"Many times the volunteer work that people do becomes a future job for them. For instance, someone who volunteered as a Candystriper in a hospital may decide to become a nurse or doctor. On the following worksheet we're going to look at some of the volunteer activities that you may participate in that might someday turn into an occupation or career."

ACTIVITY:

Distribute worksheets. Give guided direction in helping students complete worksheet. At bottom of worksheet, discuss with students their individual interests and possible volunteer work in which they might participate."

CLOSURE:

"Did you realize that you can be a volunteer? Why would volunteering to do a particular job be of value in helping you select an occupation or career?"

SUMMARY:

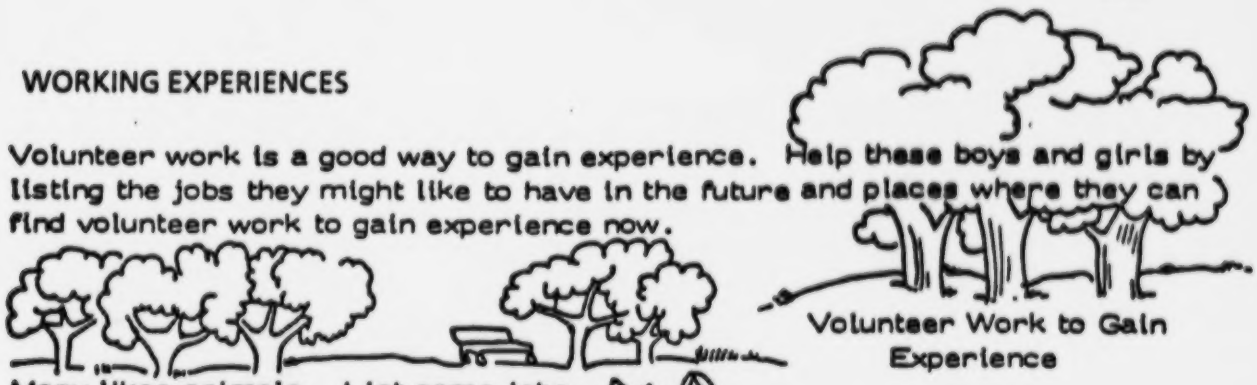
"Today we learned that the experiences we're gaining now help us determine our interests and abilities (positive and negative) for possible future work. We have also learned that we can gain valuable work experience by volunteering."

ASSIGNMENT:

"Observe volunteers around you and note the enjoyment they derive from their work."

## WORKING EXPERIENCES

Volunteer work is a good way to gain experience. Help these boys and girls by listing the jobs they might like to have in the future and places where they can find volunteer work to gain experience now.



Volunteer Work to Gain Experience

Mary likes animals. List some jobs she might like to have in the future.

Jim wants to work with young children. List some jobs he might like to have in the future.

Susan wants to work outdoors and close to nature. List some jobs she might like to have in the future.

Alex wants to help people solve their problems. List some jobs he might like to have in the future.

List your interests.



From At Least a Thousand Things to Do by Farnette, Forte and Harris, Copyright 1977 by Incentive Publications, Inc., Nashville, TN. Used with permission.

UNIT: 7

SESSION: 4

PURPOSE:

Students will define "goods" and "services" and identify how these relate to work.

MATERIALS:

"Goods and Services" worksheet.

INTRODUCTION:

Begin by saying, "We have been talking about many different occupations. However, all occupations placed basically into two categories, those that provide goods and those that provide services. Goods are things that are made to be bought, e.g., hammer, cars, TV, clothes, etc. Services fulfill a need for people, e.g., the worker at Burger King, the doctor, the dry cleaner, the store clerk, the bus driver, etc. In order to better understand this concept, we are going to do a worksheet on goods and services."

ACTIVITY:

Distribute "Goods and Services" worksheet. Give guided directions in helping students complete worksheet. Allow sufficient time for completion. (Continue to clarify both the concept of goods and services and the relationship between them. For example, one goes into a store to purchase a "good" from someone who provides one with a "service".)

CLOSURE:

"What are 'goods and 'services'? What are some goods that you listed on your worksheet? Services? What are some situations where you might encounter both goods and services? Which jobs require more workers? Those that produce goods or those that provide services? (Statistics show a rise in service related jobs, especially in Florida.) Which category of job are you more likely to have in the future?"

SUMMARY:

"We've learned that jobs can be divided into two categories, those that provide 'goods' and those that provide 'services'. We have learned also, that there is an interrelationship between the two."

ASSIGNMENT:

"Discuss with family members whether the jobs they hold provide a 'good' or 'service'."

UNIT: 7

SESSION: 5

PURPOSE:

Students will identify careers which have changed or no longer exist and new career opportunities which may be established in the future.

MATERIALS:

Magazines, scissors, paste.

INTRODUCTION:

Begin by saying, "You already know that there are a variety of careers available. Today we are going to discuss careers that have been changed or no longer exist. We're also going to talk about new careers available today due to a changing society and women are now able to enter into careers which were once only available to men, or visa versa."

ACTIVITY:

Brainstorm careers that no longer exist or have changed over the years.

Examples:
lamplighter replaced by electricity.
printing from hand set to typeset to automatic iceman replaced by refrigerator.
transportation, stagecoach to taxi.
pony express to airmail.
factories, piecemeal, assembly line, automation.
telegraph to telephones to answering machines.
one room school houses to modern (changing role of teachers) schools.

Continue brainstorming by listing new career field on board that have opened due to changing technology.

Examples:
computers
marine biology
space
oceanography
pollution control
city planners

Make a collage using pictures from magazines to show new careers. (Activity can be done in small groups or individually according to materials available.)

Share collage(s) and discuss different kinds of careers.

CLOSURE:

"What kinds of jobs do you think will be available in the year 2050? What obsolete job sounds the most unusual to you? Why do jobs change or evolve?"

SUMMARY:

"You have been made aware today that careers change over time. The activities that we have completed illustrate that the choice of careers is yours and that there may be new opportunities available to you in the future."

ASSIGNMENT:

"You might like to research through the media center or public library jobs which may be available to you when you are an adult."

UNIT: 7

SESSION: 6

PURPOSE:

Students will identify those qualities necessary to succeed in the world of work.

MATERIALS:

"Activity Sheets 1 and 2"

INTRODUCTION:

Begin by saying, "We have learned a lot about jobs and future careers in the last few sessions. However, probably the most important element in working is the ability to get along with others. Did you know that more people lose their jobs because they can't get along with people than for not being able to do their work? What are some characteristics that help us get along with each other as we work in our classroom? (Elicit responses) What characteristics would help us get along with others in a job situation? In addition to getting along with coworkers at a job it is important to relate well with your boss. What qualities will help do this? The following worksheets will help to point out some of the important qualities of getting along on the job."

ACTIVITY:

Distribute activity sheets. Explain directions for each section. Give students adequate time to complete worksheets. When students have finished, review answers.

CLOSURE:

"What are some qualities that make a good worker? Which of the qualities listed on the worksheet would you say is a strength for you? In what areas do you need improvement? Are there skills that you are learning now which will help you get along with others on a job in the future?"

SUMMARY:

"One of the most important skills you can develop is learning to get along with other people. We have talked today of some of the qualities that will prepare you for your work in the future."

ASSIGNMENT:

"Try to apply some of the qualities that we have been discussing as you work with others in your classroom."

GOODS AND SERVICES

## GOODS AND SERVICES

Goods are products that are purchased.
Services are things people do to earn money.

List three services that you can perform to earn money. (Example: mow the lawn)

_____

_____

_____

List five goods you are using today. (Example: pencil)

_____ _____

_____ _____

_____

List three services that you are receiving today. (Example: cooking)

_____ _____ _____

List three goods you would like to purchase and the place to go to purchase them.

| Goods | Source |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

List three situations you have encountered (or will encounter) today that require both goods and services. List the goods and services.

| Situation | Goods | Services |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

## ACTIVITY SHEET I

**It's important to get along well with the people you work with. Did you know that more people lose their jobs because they can't get along with people than for not being able to do their work?**

**Unscramble the following sentences.**

A. Getting along with the people you work with.

1. Be courteous. Treat you to be like you would others as would treated.

_____

2. Do not gossip. Repeat not anything do hurt that someone else might.

_____

3. Don't make fun. Laugh at not mistakes do belittle at their or.

_____

4. Empathy. Understand other people try to.

_____

5. Stay healthy. Feel you good if, with you easier are to along get.

_____

B. Getting along with your boss.

_____ 1. _(1)_ (SSEDR) right for the job.

_____ 2. Take a real _(2)_ (TTEEIRSN) in your work.

_____ 3. Learn to take _(1)_ (RDREOS) and constructive criticism gracefully.

_____ 4. Profit from your _(1)_ (TKEMASIS).

_____ 5. Clean up after your _(1)_ (KWOR). Keep your work area _(1)_ (TANE).

_____ 6. Do your _(1)_ (OBJ) the way your _(1)_ (SOBS) wants it done.

_____ 7. Offer to _(1)_ (LEPH) others with their work when you are _(1)_ (DEENED).

## ACTIVITY SHEET II

C. Why people lose their job.

| | | |
|---|---|---|
| L_ _ _ | 1. | Coming to work too _____ or leaving too _____. |
| E_ _ _ _ | | |
| B_ _ _ _ _ | 2. | Taking too many _____ or staying on them too long. |
| S_ _ _ _ _ _ _ _ | 3. | Being dishonest or _____ from the boss or company. |
| D_ _ _ | 4. | Missing too many _____ from work. |
| R_ _ _ _ | 5. | Not following company _____. |
| O_ _ _ _ _ | 6. | Not getting along well with _____. |
| L_ _ _ | 7. | Being _____ and not doing your fair share of the work. |
| T_ _ _ _ | 8. | Not willing to _____ for the job. |
| M_ _ _ _ | 9. | Doing _____ or incomplete work. |
| S_ _ _ | 10. | Being too _____ or not trying too long. |

D. 1. What three things are important to be successful in the job?

a. _____

b. _____

c. _____

2. What are three indications of success on the job?

a. _____

b. _____

c. _____

3. Give an example of using school skills on a job; include the skills.

a. JOB _____ b. SKILLS _____

_____

_____

School Board of Orange County, Florida
Developmental Guidance Planning Form, 19___-19___

SCHOOL:_____ COUNSELOR_____

LEVEL: K-5 GOAL(S): 8

Number of sessions for this unit: 4
Average time per session: 30 minutes

Unit presented by (check all that apply):
Counselor_____ Teacher_____ Other_____(Specify)

Approximate dates of presentation: From_____To_____

---

Briefly describe the unit.
Session 1: "School Pride Bingo"
PURPOSE: Students will identify elements that build school pride.

Materials used (filmstrips, films, kits, etc.) "School Pride Bingo" cards and chips.

Session 2: "Community Workers"
PURPOSE: Students will identify roles and functions of community workers.

Materials used (filmstrips, films, kits, etc.) Chart paper, markers, scissors.

Session 3: "Citizenship-Ownership"
PURPOSE: Students will identify the role of responsibility as it relates to good citizenship.
Materials used (filmstrips, films, kits, etc.) Picture(s) and/or games with missing parts.
Session 4: "Community Interdependence"
PURPOSE: Students will demonstrate the interdependency of members within a community.
Materials used (filmstrips, films, kits, etc.) Letters on construction paper of different colors.

UNIT: 8

SESSION: 1

PURPOSE:

Students will identify elements that build school pride.

MATERIALS:

"School Pride Bingo" cards and chips. Items for cards are derived from individual school's information. (See sample, or you may devise your own.)

INTRODUCTION:

Begin by saying, "All of us here at (name of school) are proud of our school and hope that you are too. Many of you have attended (name of school) ever since you began kindergarten. However, some of you have attended one or more different schools. Each school has its own motto, colors, mascot, etc. and (name of school) is no different. Today we're going to have some fun playing 'School Pride Bingo'. We hope to learn some interesting facts and develop some good feelings about our school while doing it."

ACTIVITY:

Distribute "School Pride Bingo" cards and chips. Select a "caller" to select school items. Have this student select items until someone gets "Bingo." After several students have called "Bingo," initiate a discussion pertaining to school pride. Emphasize that belonging to a group builds good self-esteem.

CLOSURE:

"Why do we have school colors, mottos and mascots? Why should we feel good about our school? Did you enjoy playing 'School Pride Bingo'? Did you learn any new facts about your school?"

SUMMARY:

"When we feel good about the school we attend, we have school pride."

ASSIGNMENT:

"Think of some ways this week that you can help others feel a sense of pride in our school."

# SCHOOL PRIDE BINGO
(sample)

| | | |
|---|---|---|
| (School Colors) | (School Motto) | (School Mascot) |
| (School Name) | (School Address) | (Principal's Name) |
| (Teacher's Name) | (Friendly) | (Courteous) |

UNIT: 8

SESSION: 2

PURPOSE:

Students will identify roles and functions of community workers.

MATERIALS:

Chart paper, markers, scissors.

INTRODUCTION:

Begin by saying, "You already know there are many kinds of jobs. Today, let's talk about some unusual jobs in our community."

"Let's pretend a man from another planet has landed in your backyard. The two of you begin to talk and you explain that your DAD is at work. He wants to know what kinds of jobs people do here on Earth. What could you tell him about the careers or jobs on Earth?" (List the ideas on the chalkboard or chart paper as the students give you their responses.)

The following are some suggestions which will encourage awareness of various careers.

1. Name careers that would be found outdoors.
2. Name careers in which you would use your hands.
3. Name careers that might be found the future.
4. Name careers in which you would find handicapped workers.
5. Name some government workers.
6. Name seasonal occupations.
7. Name careers in which you would use map skills, communication skills, art skills, etc.
8. Name a career in which you would need a college degree.
9. Name a career in which you are required to wear safety gear.

(Include relevant careers for your school population.)

ACTIVITY:

Using strips of chart paper list one career on each strip. Each student will receive one strip with a career to pantomime. (Be sure the student keeps his/her career a secret.) Each student will pantomime his/her career suggestion in front of the class. The other students will try to guess. Try to allow enough time for all of the students wishing to pantomime to do so.

CLOSURE:

"Which career interests you the most? The least? Why do different people like to do different kinds of jobs? What would happen if we all liked to do the same thing?" What would happen if we didn't work at all?"

SUMMARY:

"There are many kinds of jobs in our community and each one of them is important to all of us."

ASSIGNMENT:

"When you go home, pantomime one of the careers we discussed today. See if your parents can guess your career. Then tell your parents why your career is important."

UNIT: 8

SESSION: 3

PURPOSE:

Students will identify the role of responsibility as it relates to good citizenship.

MATERIALS:

Group of pictures showing irresponsibility (see example) or several games or objects with parts missing. (Ex. Checker game with some missing checkers or toys with missing parts.) Chart paper or chalkboard on which "non-ownership" statements have been listed. Use your own or examples listed below.

"My Mother forgot to give it to me."
"Teacher didn't tell me."
"It's not my job."
"I don't have time to help today."
"Susie did it too."
"I didn't know it was my turn."
"Teacher is always picking on me."
"My Father will take care of it."

INTRODUCTION:

Begin by saying, "How many times have you used the statements I have listed on the board? (Elicit responses) If we constantly use excuses such as the ones listed we are not taking responsibility for ourselves. What we are saying is that 'others' will do the job or take the responsibility. But how do these 'others' manage? They have all of their responsibilities and ours, too. Is this fair and what happens to people who never do their part?" (Elicit responses and discuss the main idea that all of us must "pull our weight."

"Today I have some picture(s) (or games or toys), I want you to see. Is there anything wrong with this picture (games, toys). If so, what is it? (Elicit responses) That's right, there are parts missing or the picture shows lack of cooperation."

(Use the following questions to discuss the fact that all parts must be working together if the whole is to work well. Move the discussion in the direction of how a school, or community might fail to function if all parts are not there or working together.)

1. How does the missing, broken, or malfunctioning part affect the working of the object?

2. Does the missing, broken, or malfunctioning part have a significant effect on the whole object?

3. What is needed for an object to function at its very best?

4. Could any of these objects be compared to a group of people?

5. Could a classroom of students be compared to an object which has a missing, broken, or malfunctioning part?

ACTIVITY:

Divide the students into groups and select a leader for each group. Ask the students to brainstorm the word "RESPONSIBILITY" and write down their ideas. List all of their suggestions on the chalkboard. After refining the list, put it on chart paper to be posted in the classroom as a reminder of their responsibilities.

Other activities the students can do would be to make posters about their responsibilities or set up a bulletin board to display reminders of responsibility. Another idea is to use "responsibility receipts" similar to the one listed below.

Mrs. _____ and the entire third grade class than _____ for taking responsibility in class by listening carefully and completing his work.

CLOSURE:

"Why is it important for each person do to his/her part in our classroom or in a community? What happens when people do not meet their responsibilities? How can you be a more responsible person?"

SUMMARY:

"It is important all parts work well if the whole is to work well. All members of a group must pull together."

ASSIGNMENT:

"During the next week see how responsible you can be and remember to avoid blaming "others" for your own actions."

BASEBALL PICTURE

UNIT: 8

SESSION: 4

PURPOSE:

Students will demonstrate interdependency of members within a community.

MATERIALS:

Letters on construction paper of different colors.

INTRODUCTION:

Begin by saying, "We have been talking about how important it is to be a responsible person. We've learned that each person must do his/her part in order for things to be done properly. For example, think what would happen if you were part of a crew for an airline. You have been cleared for a landing at Orlando International Airport. When the pilot asks for instructions on landing, the air traffic controller tells him to land any place he would like to since he is going to dinner and won't be back for a couple of hours. What do you suppose would happen? (Elicit responses) Obviously, a disaster could occur because one person did not assume his/her responsibility."

"Today we are going to do an activity, which should be fun, but will also show us how important it is for <u>each</u> person to do his/her part."

ACTIVITY:

Write a message or phrase (something the students will recognize) on pieces of construction paper. One letter of each word should be printed on a separate piece of paper of the same color. For example, the message "Mrs. Smith's Fourth Grade Classroom" would be printed.

| MRS. | SMITH'S | FOURTH | GRADE | CLASSROOM |
|---|---|---|---|---|
| blue | red | yellow | green | orange |

Distribute one paper face down to each member of the class and give the following directions.

Each of you has a letter card. When all of the cards are put in the right order they spell out a message. All of the blue cards go together to spell one word of the message (similarly the other colored cards form their own separate words. When I tell you to begin, you are to hold your card face-out against your chest and get in a group with the other students who have the same colored card. Then your group is to arrange themselves in order (right to left) to spell the word correctly. When you have your group in order, your whole group should get in line with the other groups so that your word is in its right place in the message.

Success is measured by completing the message within the time limits (3-6 minutes). The message should be adjusted to accommodate the number of students in the class. If some students do not receive a letter card, they can assist the groups in arranging themselves in order.

CLOSURE:

"Did you have any difficulty finding the right group? Did everyone do his/her part? Were there any problems in completing the task? If so, what? What have you learned from this activity?"

SUMMARY:

"We are dependent on each other and in order to complete a particular task, everyone must do his/her part."

ASSIGNMENT:

"Whenever you can, notice how important it is that people work together in order to get things done."